

An investigation into the factors that influence the Grade 1 educators' implementation of the Language-in-Education-Policy: A case study of two rural primary schools in the King William's Town Education District.

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by

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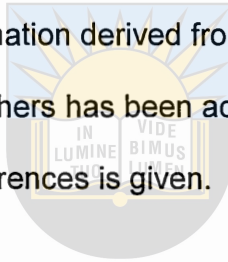
Declaration

I, Thobeka Thelma Bobo-Gqibitole, hereby

declare that: (a) The dissertation is my original work,

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University,

(c) The information derived from published and unpublished
work of others has been acknowledged in the text, and a
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Abstract

The aim of this study was to investigate the factors that influence the Grade 1 educators' implementation of the Language-in-Education Policy.

This study adopted a qualitative research methodology and a case study design; the data collection instruments used were the participant observation, semi-structured interviews and document analysis. Purposive sampling of the SGBs and parents of Grade 1 learners, principals, HODs and Grade 1 educators was carried out: these aspects are articulated, together with those of ethical considerations such confidentiality of respondents, negotiating access to the research sites and the validity of the measurements, in chapter three.



The findings in chapter 4 revealed, inter alia that the educators of both schools lacked a clear understanding of the LiEP; and that the SGBs seemed to be unfamiliar about their role in policy formulation, which is the starting point of policy implementation. The discussion of these findings and recommendations in chapter 5 has led to the listing of these and other recommendations in order to enhance effective implementation of the LiEP in schools: orientation of the SGBs in their duties; continual running of workshops on the implementation of the LiEP for the schools, and; the provision of more resources to cater for the languages of choice.

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List of abbreviations

ABET	Adult Basic Education and Training
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
DoE	Department of Education
HOD	Head of Division
HOD 2A	Head of Division from School A
HOD 2B	Head of Division from School B
L1	First Language
L2	Second Language
LiEP	Language-in-Education-Policy
LOL	Language of Learning
Parent 6B	First parent from School B
Parent 7B	Second parent from School B
Parent 8B	Third parent from School B
Parent 6A	First parent from School A
Parent 7A	Second parent from School A
Parent 8A	Third parent from School A
SASA	South African Schools Act
SGB	Schools Governing Body
SGB CA	School Governing Body Chairperson of School A

SGB CB	School Governing Body Chairperson of School B
SGB SA	School Governing Body Secretary of School A
SGB SB	School Governing Body Secretary of School B
SMT	School Management Team



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CHAPTER 1

1.1 Introduction

The issue of language of learning and teaching has long been a concern since the period of colonization, and stretched through the apartheid era, when black learners were forced to learn in the foreign language of English (Alexander, 1997). It became worse in 1976 when African learners were forced to learn in the medium of Afrikaans (Hunt, 2007). The introduction of Afrikaans as a medium of instruction gave rise to the 1976 riots as the African youth showed the rejection of the idea (Ibid).

In response to the above historical injustices, the new South African Constitution of 1996 has accorded all South African languages an equal status (De Klerk, 2002b). The languages include the indigenous languages which were not valued in the apartheid era. This was done by formulating the Language-in-Education Policy (LiEP) in 1997.

The LiEP stipulates that schools should use the mother tongue as a medium of instruction in Grades 1 & 2, and include another language as a subject; the use of two or more languages from Grade 3 and upwards (Department of Education, 1997). It states further:

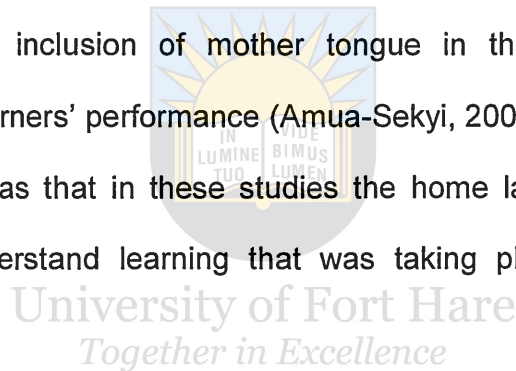
Whichever route is followed, the underlying principle is to maintain home language(s) while providing access to and the acquisition of additional language(s) (Education Labour Relations Council; p31).

The LiEP aims to promote the maintenance of the home language(s) while accommodating other language(s) in the learning and teaching process, yet the government failed to give a clear guide on how this should be implemented (Pluddemann, Mbude-Shale & Wababa, 2005). As a result there is evidence that even though the LiEP is being implemented there are some challenges that characterize its implementation (Pluddeman et al, 2005; Alexander & Bloch, 2006). It is for that reason that I decided to pursue this study, whose objective is to investigate the factors that influence the Grade 1 educators' implementation of the LiEP. This study followed a case study design.

1.2 Background to the study

In trying to discuss the LiEP I will first deal with how other parts of Africa view the importance of mother tongue in ones' learning. Okedara & Okedara (1992) carried out a study on two groups of sampled Nigerian primary school learners, the control group and the experimental group. The control group were learners taught strictly in the English medium, whilst the experimental group was taught in the English medium whilst

using Yoruba, their mother tongue, to explain everything. This experimental group performed well in the English language acquisition than the control group that was taught strictly in English (Ibid). In Ghana, a study on sampled educators whose government prescribed English as a medium of instruction starting from the first year of schooling had shown that majority of educators used code-switching in their practices whilst a few stick to the English medium. Those who were code-switching maintained that inclusion of mother tongue in the learning process improved the learners' performance (Amua-Sekyi, 2000). What I wanted to highlight here was that in these studies the home language helped the learners to understand learning that was taking place in the English language better.



To cite an example of a study that showed challenges in the implementation of the LiEP, in South Africa, the Maluti, Mt Fletcher, Lusikisiki and Mt Frere districts become relevant (Pluddemann et al, 2005). The study found that schools in the said districts of the Eastern Cape were not giving value to the home languages of learners as the LiEP suggested. Languages that were used as the Language of Learning (LOL) were new to the learners. What happened was that the learners in the Lusikisi district whose mother tongue was isiMpondo; and in the Mt Frere district whose mother tongue was isiBhaca were forced to learn through the medium of isiXhosa in the Foundation Phase (Ibid). From Grade 4 upwards these learners were assessed in English which was also new to

them and this led to semi-lingualism (Pluddeman et al, 2005). Chunyan (2005) defines semi-lingualism as having skills that are below the expected levels of proficiency in both languages, especially in the academic areas. Leung and Franson in Chunyan (2005, p17) go on to say “semi-lingual learners will never become successful and independent scholars.” This shows how important the inclusion of mother tongue in the teaching and learning process is. These challenges faced by the schools in these districts were caused, amongst other things, by the Department of Education through deploying excess educators to areas where the mother tongue spoken by their learners was not known to them (Pluddemann et al, 2005).



Another study by Basel (2004), through the Ikhwelo Project, that was piloted in the rural areas of the Eastern Cape and in the Limpopo province, found that Adult Basic Education and Training (ABET) learners were taught using code-switching between their mother tongue and English, but examinations were written in English only. This practice caused the learners to drop out during examinations time and those who managed to sit for the exams did not perform well due to the language of assessment (Ibid). This study and some other studies (De Klerk, 2002b; Probyn, Murray, Botha, Botya, Brooks & Westphal, 2002) show that the practices used by the educators in some South African schools are not completely doing what the LiEP suggests. Instead they promote what

Smith (1998) calls subtractive bilingualism, where the second language dominates the mother tongue resulting to the total loss of the mother tongue. Even semi-lingualism that Pluddemann et al (2005) and Chunyan (2005) talked about.

Though there are challenges as has been indicated above, there is enormous support for the additive bilingualism or multilingualism. There are studies that are in support of the principles of mother tongue as envisaged in the LiEP. Howie, Venter, van Staden, Zimmerman, Long, Scherman & Archer (2006); De Klerk, (2002b); Pluddemann et al (2005); as well as Probyn et al (2002) claim that the home languages should be maintained in the teaching and learning process, an approach the LiEP is legislating for. However, some studies criticize the policy in that it does not give a clear guideline on how the LiEP should be implemented (Biseth, 2006; Heugh, 2002). This could be another reason why there are schools who do not implement the LiEP.

The school where I teach is no different from those mentioned above. During the language debates that we had the Foundation Phase educators, seemed to care more about learner fluency in English than the learners' mother tongue which is isiXhosa. In this study I investigated the factors that influence the Grade 1 educators' implementation of the LiEP.

In an effort to limit this study I focused on Grade I since this is an entry class to the Foundation Phase.

Some South African parents on the other hand are very anxious that their children be taught in English as early as in Grade R (De Klerk, 2002a; Duku, 2006). They think that if English could be introduced whilst the child is still young that could yield better results. These parents give value to English more than the other African languages. This kind of thinking exists in other countries as well. A study carried in Hong Kong show Chinese parents favored English over Chinese instruction because of the socio-economic importance of English in Hong Kong (Goldstein, 2003). The negative attitude towards the indigenous languages prevails even among the black elite (Alexander & Bloch, 2006). They begin to ask what good the indigenous languages are to bring. An example of such people is the 'top black banker' who refused to be interviewed in his mother tongue for a radio station (Alexander & Bloch, 2006).

After looking at these studies cited above on educator practices in the implementation of the LiEP, I saw the need to conduct an investigation into the factors that influence the Grade 1 educators' implementation of the LiEP. I selected two rural primary schools in the King Williams Town district, as there was little that has been written on this topic. I have therefore, identified that there was a gap on the factors that influence the

Grade 1 educators' implementation of the Language-in-Education Policy in the King Williams Town district. This study therefore, aimed to fill that gap.

1.3 Statement of the Problem

The LiEP prescribes the use of additive bilingualism or multilingualism in education in the process of teaching and learning (Department of Education, 1997). Additive bilingualism refers to learning a second language whilst maintaining the first or home language (Baker, 2006). Multilingualism on the other hand means to be fluent in more than two languages. The LiEP advocates for additive bilingualism or multilingualism, but the home language(s) of learners are to be maintained in the process (ibid). Yet in some South African schools not much seems to have changed in terms of the Language of Learning (LOL), as some schools continue using English as the medium of instruction not valuing the learner's home language at all (Pluddemann et al, 2005; De Klerk, 2002b; Hunt, 2007; and Alexander 1997). The schools are far from implementing what the LiEP prescribed (Heugh, 2002). These schools are still giving English the highest status and undermining the learners' home languages especially the indigenous languages (ibid). This is despite the LiEP giving value to all the South African languages.

Given this background mentioned above this study investigated the factors that influence the Grade 1 educators' implementation of the LiEP in two selected rural primary schools in the King William's Town Education district.

1.4 Purpose of the Study

The purpose of this study is to investigate the factors that influence the Grade 1 educators' implementation of the LiEP in the two selected rural primary schools in the King William's Town Education District. Citations by Heugh (2002), Pluddemann et al (2005), De Klerk (2002b), and Alexander (1997) have revealed the problems the LiEP has suffered in terms of its implementation.

1.5 Research Questions

The main research question is: What are the factors that influence the Grade 1 educators' implementation of the LiEP?

The following were the sub-questions :

- What are the Grade 1 educators' understanding of the LiEP?
- What do the Grade 1 educators recognize as challenges to using additive bilingualism as prescribed by the LiEP?
- How do the schools implement the additive bilingualism?

- What kind of support do the Grade 1 educators receive in the implementation of the LiEP?

1.6 Assumptions of the Study

This study has the following assumptions:

- Some rural lower primary schools do not have a language policy that guides their practices.
- Educators put more emphasis on English than the development of mother-tongue.
- Some educators are not very proficient in English. Having to cater for additive bilingualism or multilingualism is a problem.

1.7 The Significance of the Study

This study may help the educators to have an in-depth exploration of their practices; and to make more informed decisions on the language policy. Every stakeholder in the school, especially the School Governing Body, is supposed to have knowledge of how important their input in the formulation of the language policy as implementation is based on proper formulation. Taking into account the stand of the LiEP as far as the home

language(s) is concerned. They should know that the LiEP advocates for additive bilingualism or multilingualism in education.

1.8 The Rationale

I am an educator in a rural primary school in the Eastern Cape. Since the introduction of the LiEP we as educators constantly had debates which indicated that the Foundation Phase educators were concerned about the applicability of this policy. According to these educators, teaching learners in the home language instruction in Grades 1 & 2 would make learners to be incompetent in English something they felt would hinder their performance in the upper grades. To them focusing more on English than the home language is the best approach to English fluency. My concern was, is that not going to make our learners to be semi-lingual that is incompetent in both isiXhosa and English? Furthermore, some of the African educators are not competent in English themselves (Murray, 1998).

1.9 Delimitation of the Study

This study was carried in two rural selected primary schools in the King Williams Education Town District of Education focusing on the Grade 1 educators in each of the two schools. In addition, the principals, the Head

of Divisions, the SGB members and the parents of Grade 1 learners were interviewed. This study focused on investigating the factors that influence the Grade 1 educators' implementation of the LiEP.

1.10 Definition of Key Concepts used in the Study

Implementation- has been used to refer to an act of executing a policy.

Investigation- the concept has been used to examine a situation in order to discover its true nature.

Additive bilingualism- learning a second language whilst maintaining the first or home language (Baker, 2006).

Bilingualism- a good command of first language and another foreign language (Chunyan, 2005).

Code-switching- refers to the practice of changing between different languages.

Factors- in this study it refers to elements that can contribute to a particular result.

Language policy- a policy that promotes inter-group communication and understanding (Alexander, 2003).

1.11 Organization of the Study

Chapter 1: Covers the background of the study, research objectives, significance of the study, rationale, delimitations of the study and definitions of key terms.

Chapter 2: Discusses the literature review. This includes the theoretical framework; historical background to language in education in South Africa; the exploration of the LiEP in South Africa; examining additive bilingualism in education; as well as multilingualism in education.

Chapter 3: Covers the Methodology, research design, approach, research instruments, data analysis and Ethical Consideration

Chapter 4: Data Presentation and Analysis

Chapter 5: Summary of Findings, Recommendations and Conclusion

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter aims to cover the literature review. This will be achieved by exploring the following: the theoretical framework; the historical background to language in education in South Africa; the exploration of the LiEP in South Africa; examining additive bilingualism; multilingualism in education. This chapter is structured as follows:

2.2: Theoretical framework

2.3: The historical background to language in education in South Africa.

2.4: The exploration of the LiEP in South Africa.

2.5: The examination of additive bilingualism in education.

2.6: The multilingualism in education

2.7: Summary

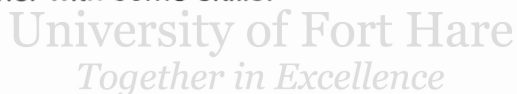
2.2 Theoretical framework

Smith (1998) gives the theories of bilingualism in education as the balance theory, the think tank theory, the threshold's theory, the developmental interdependence hypothesis, and the BICS or CALP theory. The first theory, Baker's balance theory, defines the brain as incapable of accommodating two languages (Smith, 1998). In the brain the two

languages do not interact with one another. According to this theory once the brain accommodates a second language the L1 is decreased. This is similar to subtractive bilingualism (Smith, 1998), where the home language is replaced by the second language resulting to a total loss of the mother tongue. This view is against scholars such as Amua-Sekyi (2000) and Deprez & du Plessis (2000) who maintained that mother tongue helps in the acquisition of the second language. If therefore, the L2 decreases the level of the L1 as the theory states that would mean it leads to semi-lingualism. Cummins in Smith (1998) calls this theory the 'Separate Underlying Proficiency model'. Cognitive functioning is adversely affected (Ibid). One would say the approach used in the urban schools studied by De Klerk (2002b) is an example of that. These schools introduced the black learners to English as early as in Grade 1; and have made them fluent in the language by forbidding them from using their mother tongue even during lunch time. When asked why the indigenous languages were not catered for in the schools, the principal voiced that there were few educators who have majored in such languages (De Klerk, 2002b). The schools mentioned by Pluddemann et al (2005) in their study of the schools in the four districts of the Eastern Cape are no different at all. Their approach of teaching learners using an indigenous language that the learners were not familiar with; as well as introducing the same learners to English medium when they reached Grade 4 seemed to be the same approach used by the urban educators mentioned above. This theory

therefore, is not favored by the LiEP which preaches the maintenance of the home language in the teaching and learning process.

The second theory is Cummins' think tank theory. Cummins compares the bilingual brain to a 'think tank' (Smith, 1998). In this theory the development of the L1 and L2 enriches the brain and that enhances information processing as well as transfer of skills. It is the opposite of the balance theory which sees the brain as being unable to accommodate a L2. This theory is referred to as the Common Underlying Proficiency model of bilingualism and as it shows, has some positive benefits as it enriches the learner with some skills.



The third theory which was discovered by Toukomaa & Skutnab-Kangas and Cummins, but refined later by Cummins alone is the 'Thresholds' theory (Smith, 1998). The theory represents two levels of language competence. The first level being reached in at least one language and the second level being reached in two languages in order to produce positive benefits. The attainment of two languages and being competent in both languages could really help the learner in the of teaching and learning process. Learning could take place much easier because the child is competent in both languages used, an attainment best approved by the LiEP. But nevertheless, the disadvantage with this theory is that it could lead to semi-lingualism should "one's competence in either one or

both languages lies between the two levels of language competence.”
(Smith, 1998 p7).

The fourth theory is Cummins’ Developmental interdependence hypothesis. In this theory there is interactive relationship between both languages (Smith,1998). It is opposed to the balance theory which says though the two languages are in the same brain they do not interact with each other. In this theory, therefore, the level of proficiency achieved in the L2 is largely dependent on the level achievement in the L1. Meaning a well developed L1 serves as the foundation to L2 acquisition. Baker in Smith (1998, p8) echoes the same by saying, “a well- developed first language has spin-offs for the second language.” This is the kind of theory that one can identify as falling under additive bilingualism. In additive bilingualism the L2 is acquired through mastering the L1 first (Baker, 2006).

The last one is the Basic Interpersonal Communicative Skills (BICS) or Cognitive Academic Language Proficiency (CALP) skills theory. The BICS refers to the skills acquired through informal interactions, whilst the CALP refers to language use in formal academic situations (Smith, 1998). CALP develops relatively dependently in both languages (Ibid).

Looking at the theories mentioned above I align this study with the ‘Development interdependence theory’. As explained by Smith (1998) that

the theory argues that the level of proficiency achieved in the L2 is dependent on the level of achievement in the L1. Some of the scholars that I have come across in the literature do support the view. To mention a few, Heugh (2002) views the skills such as reading, writing and thinking acquired in the first language as the stepping stones to second language acquisition. This view is also agreed upon by Okedara & Okedara (1999) as well as Amua-Sekyi (2000) whose views have been discussed earlier on in this study.



2.3 Historical background to language in education in South Africa

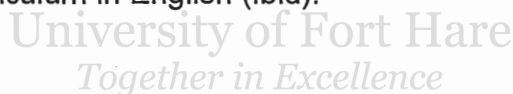
This section will give a brief history of what was taking place before the LiEP of 1997 came into existence in South Africa. I have started this discussion with the period when South Africa was ruled by the National Party, from 1948 when the National Party took over, to 1994 when the ANC-led government assumed power.

When the National Party came into power in 1948 it made sure that education was divided into racial grounds (Heugh, 2002). It is at that period that the apartheid policies were enforced (Rembe, undated). The language policy was used as "means of controlling and oppressing the black majority population"(Rembe, undated p2). There were separate schools for Africans, Coloureds, Indians and Whites where African learners were taught in their mother tongue medium (Heugh, 2002;

Rembe, undated). Though the schools were separated in order to give Africans inferior education, Heugh (2002) does praise the eight years of mother tongue medium during the Bantu Education era. During the Bantu Education era the eight years of mother tongue medium improved the matric (now called Grade 12) pass rate of African learners from 43,5% in 1955 to 83,7% in 1976 (Ibid). The vocabulary that the learners gained in that period of eight years helped them in the acquisition of the English language (Ibid). At the time English was only taught as a subject (Ibid).

Bantu Education was an inferior type of education that was initiated by the National Party over the black South Africans in 1953 (Cobbett & Cohen, 1988; Rembe, undated). It was this Bantu Education that saw home language years being extended from four years to eight years (Rembe, undated). It was seen by the black students as a system training them to become slaves (Cobbett & Cohen, 1988). It is during that era that Afrikaans was introduced to black schools as a Language of Learning (LOL). This led to the Soweto 1976 school uprisings. I would say the introduction of the Afrikaans language as a medium was to cripple the education of the African learners as most of them were not familiar with the language. The LiEP has come to rescue learners from such practices, though the studies discussed earlier on in this study show that some schools are still implementing the old policies when it comes to the LOL.

The learner pass rate was affected by the 1976 riots where African learners were against the use of Afrikaans medium in their schools (Hunt, 2007; Heugh, 2002; Cobbett & Cohen, 1988). Due to the riots and the establishment of the Department of Education and Training, after 1979 some amendments were made in the Bantu Education Act of 1953 (Heugh, 2002; Rembe, undated). These amendments were the reduction of the first eight years of home language instruction in African schools to four years. Heugh (2002) views the amendment as the one that made a decline in the African learners' performance up until today. This view is based on the fact that African learners do not have enough vocabulary to deal with the curriculum in English (Ibid).



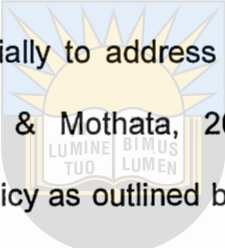
2.4 : The exploration of Language-in-Education Policy in South Africa

In 1996, the ANC led government has tried to correct the injustices of the past by giving all the eleven languages of South Africa an official equal status (Biseth, 2006). This was legislated through the New Constitution Act 108 of 1996 (Ibid). These eleven languages are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.

It was the legislation of the New Constitution that gave rise to the Language-in-Education Policy (LiEP) of 1997. This Constitution of the

Republic of South Africa was legislated in 1996. The attainment of the objectives outlined in it require "...national unity, recognition and respect for the diverse cultures and languages that exist among the peoples of South Africa" (Rembe, undated p3). It is this Constitution that recognizes the eleven South African languages as official languages (Ibid). The Constitution legislated the introduction of the LiEP of 1997.

The LiEP was written "initially to address inequalities among the South African languages" (Mda & Mothata, 2000 p50). The aims of the Language-in-Education Policy as outlined by Rembe (undated, p6) are as follows:

- 
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- (1) *to promote full participation in society and the economy through equitable and meaningful access to education;*
 - (2) *to pursue the language policy most supportive of general conceptual growth among learners, and hence to establish additive multilingualism as an approach to language in education;*
 - (3) *to promote and develop all the official languages;*
 - (4) *to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign language, as well as Alternative and Augmentative Communication;*
 - (5) *to counter disadvantages resulting from different kinds of mismatches between home languages and languages for learning and teaching;*
 - (6) *to develop programmes for the redress of previously disadvantaged languages.*

Furthermore, the LiEP advocates for the use of additive bilingualism or multilingualism whilst maintaining the home language(s) of learners. This policy legislates that Grades 1 & 2 be taught through the home language medium of instruction with English as a subject; whilst Grades 3 and upwards should be taught using two or more languages as the medium of instruction (Rembe, undated; Mda & Mothata, 2000; Education Labour Relations Council, 2003; Govender (Sunday Times, 2010, January 10). It was in June 2001 that the Minister of Education announced that Grade 3 learners be taught in their home language (Vermeulen, 2001).

Baker (2006) defines the term 'additive bilingualism' as learning the second language whilst maintaining the first or home language. He further refers to multilingualism as to being fluent in more than two languages. The LiEP puts it in a simplest form by saying whether a school follows additive bilingualism or multilingualism, but the 'home language' should be maintained in the process. To Baker (2006), the aim of promoting more than one languages is to accommodate the cultural diversity in South Africa. Biseth (2006) adds on by saying the aim of the policy is to promote bilingualism or multilingualism and to redress the neglect of the historically disadvantaged languages in school education.

Coming to how the schools have to implement the LiEP, the South African Schools Act (SASA) of 1996 mandated the School Governing Bodies

(SGBs) to formulate the school language policy (Biseth, 2006; Banda, 2000; Murray, 1998; Mda & Mothata, 2000). But studies show that it is only a few schools who have managed to formulate a language policy (Probyn et al, 2002; Pluddemann et al, 2005). Some of the reasons for this is that schools do not want to exercise change (Mda & Mothata, 2000); and also the lack of capacity by the SGB (Rembe, undated). Even those few schools who claim to have formulated the language policy it was actually drawn by the educators (Probyn et al, 2002), and not the school committee (SGB) as SASA promulgates.

The LiEP sparked some concerns from some writers. For instance, Heugh (2002) cites that the LiEP is going to encounter some problems as long as it runs parallel to the curriculum. She bases her argument on the curriculum planners who viewed languages other than English as subjects rather than as languages of learning as envisaged in the LiEP. I have seen nothing that mentions additive bilingualism or multilingualism to establish a link between the curriculum and the LOL in the curriculum planners' processes guiding education on what is to be taught in South African schools. It is also shown by the Department of Education's devised strategy to improve the teaching of Science through English medium. Biseth (2006) on the other hand comes up with the term 'double-sized message' when referring to the curriculum which he says recommends the home language as the language of instruction while giving strong support

for those who want to use the first additional languages as the language of instruction. There was confusion even among the Department of Education planners, no wonder schools are struggling to implement the LiEP the right way.

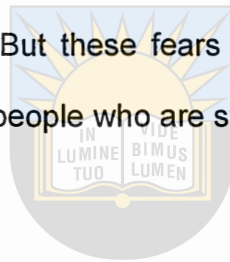
There are some other socio-political factors such as the inadequacy of teaching and learning materials and the negation of African languages by English, that inhibit the effective implementation of the LiEP as shown by different authors below.



The new South African constitution recognizes all the eleven languages of its citizens as equal, but in reality that does not exist (Mda & Mothata, 2000; Alexander, 1997). It is still the former official languages, English and Afrikaans, that are still given the highest status by those who want to be successful socially and economically (Mda & Mothata, 2000). Some parents believe that English is the language that helps one to get employment as it is used during interviews. These people argue for English as a LOL for their children (De Klerk, 2002a; Duku, 2006; Murray, 1998).

In as far as the negation of African languages by English is concerned, Mazrui in Mda & Mothata (2000) as well as van der Walt, Mabule & de Beer (undated) say that African language speakers prefer English, as it prohibits domination of African languages by one another. When looking at

the eleven official languages of South Africa and single out English and Afrikaans from them one is left out with nine indigenous languages. Now what the speakers of the indigenous languages are asking is which languages will be favored from the lot. The answer to that, according to the LiEP is, a school will have to look at the languages spoken by learners in such a school and derive a language policy on that. Also it will be at that score for a school to determine whether to use additive bilingualism or multilingualism approach. But these fears of language dominance alone show that there are some people who are still not sure of how this policy is to be implemented.



2.5: Examining additive bilingualism in education

In this section conceptions; gains; challenges and strategies to additive bilingualism in education are discussed.

2.5.1 Conceptions of additive bilingualism in education

Though this section is on additive bilingualism, I have to first dwell on the importance of the mother tongue as it forms part of the additive bilingualism. Okedara & Okedara (1992) define mother tongue as the first language the child comes in contact with. To stress the value of the mother tongue, Chunyan (2005, p14) states that "children must first learn

to read and write in their native tongue and should begin training in English literacy only after they have mastered their first language.” Programs that deviate from this sequence violates a fundamental theory of bilingual education (Ibid).

Mother tongue appears to be the best medium for literacy, psychological and sociological reasons. Amua-Sekyi (2000) and Cummins & Swain (1989) hold the view that the use of native language as the linguistic medium from primary level 1 to 3 permits social adaptability, adds to psychological security of the child and promotes linguistic and cognitive sensitivity. The practice of additive bilingualism could really make the learner more comfortable in the learning process as the language she/he is familiar with will be used also. Deprez & du Plessis (2000) also echo the same by saying that a person usually feels most at home in his mother tongue, and functions best in it.

Gudschinsky and Cummins in Okedara & Okedara (1992); Goldstein (2003) and Amua-Sekyi (2000) agree on introduction of mother tongue first and second language later. They hold the view that the level of second language competence that a child acquires is partly dependent on the level of competence achieved in the first language. Moyo (undated) also supports mother tongue instruction in primary level and affirms that introducing a child straight to a second language could make the child to be semi-lingual. Meaning not competent in the L1 nor in the L2.

Lambert in Lightbrown & Spada (2006) highlights that straight to English could make children fall behind in their academic learning. This means if a child is introduced straight to L2 when he starts schooling that could delay his academic performance. Contrary to what has been noted above, Bauer, Holmes & Warren (2006) are of the view that the acquiring of a second language depends on a positive attitude and high motivation not on strong foundations of mother tongue as the above mentioned scholars think. This view is supported by Baker (2006) who notes that success or failure to learn a second language depends on attitudes and motivation. It is through the intrinsic motivation accompanied by support that the child gets from the home and all those around her/him that makes her/him able to master a language. With enthusiasm and support to Bauer et al (2006) everything is possible. Negative attitude towards a language whether from the educator's side or the learner's side is not likely to bear any fruits. Both the educator and the learner should have an interest on the language.

Bauer et al (2006) base their argument on a child called Katarina whose parents relocated from Spain to New Zealand when she was seven years old. According to them Katarina was fluent in New Zealand English within six months with a slight Spanish accent which was her first language. As Katarina was adamant to speak English, she refused to speak Spanish at home with her family members and after seven years she spoke English

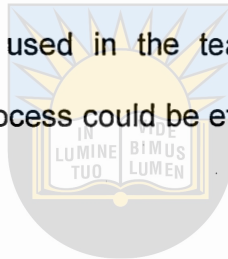
fluently without any Spanish accent (Ibid). But what Bauer et al (2006) fail to highlight is how she performed academically. Did she perform well or were there any setbacks encountered? It would be better if such information was given.

Avoiding the use of mother tongue in the primary school make children to find it difficult to grasp new concepts that do not find expression in their mother tongue (Amua-Sekyi, 2000). However, Banda & Kirunda (2005) are of the view that a learner does not need to be taught in her/his mother tongue for her/him to perform better academically. All that is needed is for the learner to have exposure to the language; to have access to mobile libraries; to be taught by well trained educators (Ibid). They base their view on that in Ugandan rural schools, learners come from 'diverse ethnic' language backgrounds and therefore, English language is used as a medium of instruction (Banda & Kirunda, 2005). According to them learners need to be introduced to English by the time they enter Grade R.

2.5.2 Advantages of additive bilingualism in education

The term 'additive bilingualism' as cited in Chunyan (2005, p15) occurs "when a second language and culture have been acquired with little or no pressure to replace or reduce the first language," Additive bilingualism in education is one of the approaches that are prescribed by the LiEP.

Language is of crucial importance in the education process (Elijah, 2004). It is used for communication purposes, to think creatively and even to change socially (Ibid). For the educator and the learner to understand one another a language has to be used as a tool of communication. It is the language that even tells how far the learner has grown cognitively through written word or verbally. The LiEP comes in to say that the mother tongue should be among those used in the teaching and learning process. Success in the learning process could be effective if mother tongue is part of the languages used.

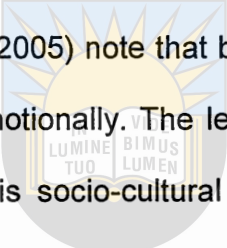


Ouane & Glanz (undated); Amua-Sekyi (2000); Smith (1989) and Okedara & Okedara (1992) highlight that additive bilingualism advantages the learner psychologically, cognitively and pedagogically.

(a) Psychological advantages

Ouane & Glanz (undated) state that social stigmatization and discrimination of languages cause resistance by learners and their community. They further say that resistance can be shown by the following: high illiteracy rates due to low attendance rates; high drop out rate; high repetition rates; low performance in exams; as well as low communal support.

According to Ouane & Glanz (undated), mother tongue is the one used by an individual for identification purposes and to promote ones' self confidence. It helps to make the learners and the educators feel more comfortable as they both interact in a language they are familiar with. Such a stress free environment is the one that could curb the resistance problems mentioned above.



Smith (1989) and Benson (2005) note that bilingual education advantages the learner socially and emotionally. The learner develops a positive self confidence and pride in his socio-cultural identity, which promotes the vitality of interaction between the different ethnic groups in the school. These in turn provide a positive effect on the wider community (Ibid). Smith further says that incorporating the L1 as a Language of Learning (LOL) also provides learners with a bridge to understanding new concepts and ideas, a fundamental step which Baker in Smith (1989) feels help the learners to build new knowledge from a familiar starting point. Bilingual education ensures that the school is not a threatening experience Nurturing the L1 in addition to the L2 facilitates adjustment to school and increases motivation towards language learning.

Supporting Amua–Sekyi (2000) as well as Deprez & Du Plessis (2000), Heugh (2000) states that mother tongue instruction helps in the acquisition of the second language. Heugh further lists benefits of mother tongue

instruction as an increase in the overall standard of education in the country; increased levels of competence in English; lower drop-outs and failure rates; raised levels of self esteem and greater degree of social tolerance for many citizens; and lastly a positive impact on the economy. Therefore, Heugh (2000) is giving remedy to the challenges raised by Ouane & Glanz (undated) above.

Mills & Mills (1993) support the importance of being bilingual. With the study they conducted on Punjabi only speaking parents, their findings were that these parents were dependent on their children for translating their day to day businesses in English. Because of that the parents were proud of their children (ibid). This presupposes that exposing learners to bilingual education does not help the learner only, but the community as well. Though at times the children in the Punjabi speaking community had to translate into English things that were too delicate for their own age (Mills & Mills, 1993).

Mills & Mills (1993, p127) highlight that bilingualism in education helps in the acknowledgement and acceptance of cultural diversity and also in assuring parents that L1 is not developed at the expense of the L2.

(b) Cognitive advantages

Children who started schooling doing reading and writing in their mother tongue perform better in a foreign language in terms of oral and writing

mode (Ouane & Glanz, undated). Bilingualism, therefore, promotes meta-linguistic skills and cognitive development. Meta-linguistic to Smith (1998) refers to the ability to use language as a means of talking about and reflecting upon language. Enabling the learner to think more abstractly about the language (Ibid).

(c) Pedagogical advantages

The pedagogical advantages of additive bilingualism are achieved when a learner can comprehend and express himself verbally (Ouane & Glanz (undated). These cannot be achieved if the medium used in the classroom is a foreign language only. Heugh (2000) also backs Gudschinsky in Okedara and Okedara (1992) as she says that teaching should start from the known to the unknown. In other words Heugh (2000) says educators should introduce learning using a language known to the child. Heugh also adds on by saying a 'child-centred' school education takes place when the teacher uses language(s) which children bring to the classroom and build on them. The African learners especially those in the rural areas could be affected by an English medium of instruction because in such areas they are not exposed to English that much.

2.5.3 Challenges of additive bilingualism in education

Much as language is of importance in the learning process (Elijeh, 2004), there are some perceived setbacks such as poor infrastructure, lack of educator training, etcetera that could hinder learner performance as Banda & Kirunda (2005) state. The poor infrastructure being the lack of resources such as textbooks and other learning support material. The lack of educator training in this study refers to the shortage of educators who have majored in indigenous languages. For instance, the former model C schools are saying they do not include the indigenous languages in the implementation of the LiEP due to the shortage of educators who have majored in these languages (Probyn et al, 2002).

The challenges stated by Banda & Kirunda (2005) above are the ones faced by some rural schools in the Eastern Cape Province. There has been an outcry among Foundation Phase educators about reading books which are of importance in oral discussions, creative thinking, etcetera (Mda & Mothata, 2000; Elijeh, 2004). But recently, there are some steps being taken by the publishers to rectify that. For instance, there are some samples of textbooks meant for the Foundation Phase that they are distributing to schools. These samples are written in English and also in the African languages. The responsibility is on the school to have the

books in the language of their choice. But at the same time the educators should take care of cultural diversity when doing that.

The SASA of 1996 has assigned the formulation of a language policy on parents through the SGBs, but that is not happening. In the true sense, it is the educators who formulate the language policy (Probyn et al, 2002). Seemingly, the SGBs were never trained on language policy formulation. Another challenge is the lack of supervision. The Department of Education (DoE) formulated the LiEP but it seems there is no supervision of what is really taking place in the schools (Probyn et al, 2002). What Probyn et al (2002) are trying to say here is that supervision of the implementation of the LiEP should be done by the DoE. Supervision is supposed to be performed by the HODs as well as the Subject Advisors.

Another challenge is posed by those African parents who are opposed to mother tongue inclusion in the teaching and learning process (Probyn et al, 2002; De Klerk, 2002a). These parents still view the use of English as the medium of instruction as the best option such that those who can afford are sending their children to former model C schools. Alexander (1997) views this as a 'syndrome of the colonized mind'. The lack of confidence in the mother tongue among black people was caused by the apartheid regime during colonization (Ibid). Hakuta (1999) on the other hand is in favor of these parents as he advocates for straight to English

approach. According to him it is much better to introduce learners to English at an early age. Porte in Hakuta (1999) who is opposed to bilingual education refers to it as a programme that delays the learners from intensive instruction in English.

Parental attitudes and background are also seen by Mills & Mills (1993) as having an influence on bilingualism. They base their view on the study they conducted where girls were interested in speaking their mother tongue in class than boys who would always answer in English even if the question was in Punjabi. The reason was that back home their mothers would communicate with them in Punjabi whilst their fathers were more confident in speaking English when communicating to them (Ibid).

2.5.4 Strategies of bilingualism in education

Bilingualism has the following strategies, the additive bilingualism, subtractive bilingualism and transitional bilingualism (Smith,1998). These have been defined on chapter one of the study. But what I can stress is that this study favors additive bilingualism as it is the one that is in line with the LiEP. The additive bilingualism is defined by Alexander & Bloch (2006, p10) as an “educational system in which the mother tongue is used as the language of teaching as far as possible and if it either replaced or complemented by a language of wider, or of international communication,

is never abandoned, but rather sustained as a complementary language of teaching or as a subject taught by well-qualified L1 language teachers.”

The strategy prescribed by the LiEP is the inclusion of mother tongue through out the teaching and learning process (DoE,1997). Yet different strategies such as subtractive bilingualism and transitional bilingualism are being practiced by schools in South Africa. To mention a few, the former model C schools (Probyn et al 2002) use either Afrikaans or English as a medium of instruction. The indigenous languages are neglected with the pretext that there is a lack of educators who have majored in such languages (Probyn et al, 2002). Lusikisiki, Mt Frere and Maluti districts are no different at all. In these districts the mother tongue(s) of learners was undermined (Pluddemann et al, 2005).

Pluddemann et al (2005) state that in Lusikisiki district the mother tongue of learners is isiMpondo, yet grades 1, 2 & 3 learners were taught in isiXhosa and code-switching to isiBhaca; and the same happened in Maluti district, where the mother tongue of learners was baPhuti, but were discouraged from speaking it by educators. They were taught in Sesotho and isiXhosa instead (Ibid). These practices, according to Pluddemann et al (2005), retarded the progress of learners and forced others to drop out of school in the early years of schooling. What was worse was that having been robbed of their mother tongue(s) in the lower grades the same

learners they were introduced to English medium when they reached grade 4. These schools did not adhere to the additive bilingualism which puts mother tongue in the fore front of the teaching and learning process. They did not understand that additive bilingualism is not just about the use of two languages rather one of the languages, has to be mother tongue to support learning all the time.

Pluddemann et al (2005) continue to say in the Mt Fletcher district, the educators seemed to be practicing multilingualism. But their practice was not in line with the LiEP in terms of the grades they were applying it in. For instance, the LiEP prescribes the use of mother tongue only in grades 1 & 2. A second language can be taught only as a subject (DoE, 1997). But these educators were introducing learning in isiXhosa, Sesotho and a little bit of English to grades 1, 2 & 3 learners whose mother tongue was Sesotho (Pluddemann et al, 2005). The concern was that such practices on grade 1 learners may cause them to be semi-lingual.

2.6 Multilingualism in education in South Africa

Goldstein (2003, p83) refers to multilingualism in education as “communicating in multiple voices.” Yet, she cautions that pride can be a difficult one in multilingual communities where the use of particular languages or language varieties is devalued, trivialized, or vilified. Then if

in South Africa we have eleven official languages, how many are valued more than the others, and which are they? This fear of language domination by the other has also been highlighted by Mda & Mothata (2000) as well as van der Walt et al (undated) above.

Similarly, King, Chipman & Cruz-Janzen (1994) note that in our pluralistic society the learning environment for young children must be reflective of our cultural diversity. Valuing diversity should be introduced to children early in life (Ibid). Even the businesses are aware of cultural diversity. An example they give to that being the dolls of different color that manufacturers make. In schools, therefore, the walls should be represented by children of different color as well (King et al, 1994).

There are strategies for the effective implementation of multilingualism and the LiEP in the classroom. Mda & Mothata (2000) lists these strategies as follows:

- *Conducting language survey at the beginning of the year, to check which languages are spoken by the learners.*
- *A display of pictures and posters that represent people of different cultures.*
- *Allowing the use of the learners' home languages in group discussions, when asking question or when playing and even when writing.*
- *Using a bilingual approach by all means.*

- *Making use of parents or volunteers from the community; and also involving the former in the language policy.*

van der Walt et al (undated) advise that code-switching could be another tool used to 'strengthen the connection with the L1', especially for Learning Areas such as Science, Mathematics and Biology. At the same time they do cite though that the approach is criticized by others. But never the less, they seem to be in favor of multilingualism. According to them multilingualism gives the learner the opportunity to develop and value:

- *their home languages, cultures and literacies;*
- *other languages, cultures and literacies in our multi-cultural country and in international context; and*
- *a shared understanding of a common South African culture.*

(p 172)

Though the LiEP does not favor code-switching, but it could be of help to those educators who are not very proficient in English.

2.7 Conclusion

In 1997 a Language-in-Education Policy was legislated by the South African government. In its formulation, the LiEP was to promote additive bilingualism or multilingualism as South Africa prides one her cultural

diversity. This was to be implemented in line with the SASA of 1996, which states that the SGBs are the ones who are to formulate the language policy. But it has been discovered that some schools are far from implementing what the LiEP stipulates.

Studies show that the SGBs are not capacitated enough to be able to formulate the language policy, in so much that in some schools it has been formulated by the educators (Rembe, undated; De Klerk, 2002b; Pluddemann et al, 2005; Mda & Mothata, 2000). Other socio-economic factors such as negation of the indigenous languages by English; lack of teaching and learning support material that are in other languages besides English; employment opportunities attached to English; etcetera (Mda & Mothata, 2000; De Klerk, 2002a; Duku, 2006; Murray, 1998) have also played a role in inhibiting the schools from implementing the LiEP accordingly.

Seemingly, subtractive bilingualism in education is what is being exercised in some South African schools (Pluddemann et al, 2005; De Klerk, 2002b; Mda & Mothata, 2000).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to undertake an investigation into the factors that influence Grade 1 educators' implementation of the Language-in-Education Policy. The study followed a case study design. This chapter aims to explore the research methods and methodology that this study used. It is organized as follows:

3.2 Research paradigm: Interpretive paradigm

3.3 Research approach: Qualitative research

3.4 Research design : Case study

3.5 Research methods :

3.6: Sampling

3.7: Negotiating access to the research sites

3.8: Data collection

3.9: Limitations of the study

3.10: Data analysis

3.11 Trustworthiness

3.12 Ethical consideration

3.13: Conclusion

3.2 Research paradigm: Interpretive paradigm

This study followed an interpretive paradigm path. As Pikard (2007) states that the interpretive can offer understanding of the meanings behind the actions of individuals. It also has something to do with interaction. It is through this interaction that knowledge is acquired (Ibid). Bassey (1999) notes that interpretive paradigm looks into the exploration of a particular case in trying to elicit what the different actors seem to be doing and think is happening.



Denzin & Lincoln (2003) assert that interpretive practice involves both the hows and the whats of the social reality. It is centered on how people methodologically construct their experiences and their worlds (Ibid). For this study which aimed at investigating factors that influence the Grade 1 educators' implementation of the LiEP (1997) the interpretive paradigm was the most relevant due to the following reasons:

- This study aimed at finding out what the participants knew and understood about the LiEP (1997). What meanings did they attach to the LiEP and what were their perceptions of the LiEP (1997)
- The participants' implementation practices of the LiEP.

Below is a discussion on research approach that was used on this study.

3.3 Research Approach: Qualitative research

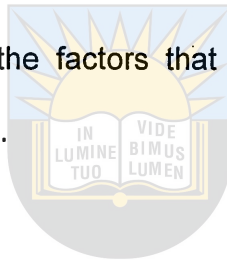
Jupp (2006) cites that qualitative research is concerned with the subject, social issues, the understanding of social action, and symbolic interaction. Jupp (2006) further asserts that qualitative research is about how people interpret the world and has to do with the exploration of meanings. In a qualitative research data comes from fieldwork where situations of importance to a study can be observed, people interviewed, and documents analyzed (Patton, 2000 and Gray, 2004). It can show how and why things happen, and also involving people's own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict (Gray, 2004).

Miles and Huberman in Gray (2004, p320) stipulate that qualitative research involves the following characteristics:

- *It is conducted through intense contact within a 'field' or real life setting.*
- *The researcher's role is to gain a 'holistic' or integrated overview of the study, including the perceptions of participants.*
- *Themes that emerge from the data are often reviewed with informants for verification.*

- *The main focus of research is to understand the ways in which people act and account for these actions.*
- *Qualitative data are open to multiple interpretations (but some are more compelling than others either on theoretical grounds or because of internal consistency).*

The mere fact that qualitative research focus on understanding the ways in which people act and account for these actions made it relevant for this study which investigated the factors that influence Grade 1 educators' implementation of the LiEP.

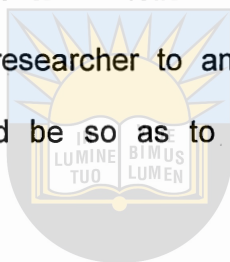


Denzin & Lincoln (2003) note that qualitative research implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. They further say that qualitative research stresses the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Qualitative research seeks answers to questions that stress how social experience is created and given meaning (Denzin & Lincoln, 2003). Grade one teachers, observed and interviewed in this study gave insight into their experiences of implementing the LiEP (1997). It was through interacting with them that this study could draw conclusions on the factors that influence the Grade 1 educators'

implementation of the LiEP. Moreover language of teaching and learning is a social issue.

3.4 Research design: Case study

Mouton & Marais (1990, p74) defines a research design as “a set of guidelines and instructions to be followed in addressing the research problem or enables the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of the eventual results (Ibid).



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According to Jupp (2006, p20), a case study is “an approach that uses in-depth investigation of one or more examples of a current social phenomenon. It can be an individual person, an event, or a social activity, group, organization or institution.” (Ibid). Similarly, Huberman & Miles (2002) define a case study as a research strategy that focuses on understanding the dynamics present within single settings. Bogdan & Biklen (2003, p54) echoes the same by defining a case study as “a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event.” Denzin & Lincoln (2003), note that a case may be simple or complex. That it may be a child, or a classroom of children, a school or an incident such as mobilization of professionals to study a childhood condition (Cohen et al, 2007; Denzin & Lincoln, 2003).

For this study I used a case study design as it is the one which I thought approximately gave answers to what factors influence the Grade 1 educators' implementation of the LiEP.

Denzin & Lincoln (2003) note that there are three types of case studies, namely, an intrinsic, instrumental and collective. The first type, an intrinsic case study is applied when the researcher wants a better understanding of a particular case which is of interest. The following are examples of an intrinsic case: a particular child, clinic, conference, or curriculum' (Denzin & Lincoln, 2003). The second one, an instrumental case study which is looked at in depth, its contexts scrutinized, its ordinary activities detailed to help the researcher to pursue the external interest (Ibid). Thirdly, is the collective case study which looks at several cases. For this study the relevant type of case study was the intrinsic.

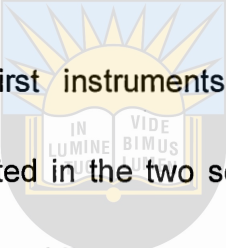
Case studies typically combine data collection methods such as archives, interviews, questionnaires, and observations (Huberman & Miles, 2002). For this study interviews, observations as well document analysis were used to gather information.

The following section explores the methods used in this study to collect data.

3.5 Research methods

The qualitative research methods or techniques that I used, were observations, semi-structured interviews, and documents analysis.

3.5.1 Observations



Observations were the first instruments used in this study. These observations were conducted in the two selected schools. Two Grade 1 educators were observed while teaching their respective learners. I observed one lesson in each of the schools. The reasons for observing the Grade 1 educators whilst teaching, was to respond to the following research question:

- How do the schools implement additive bilingualism?

Marshall & Rossman (1999, p107) define an observation as a “systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for the study.” The observational record is frequently referred to as field-notes that are detailed, nonjudgmental, concrete descriptions of what has been observed (Ibid). Through observation, the researcher documents and describes complex actions and interactions

(Ibid). Johnson & Christensen (2008, p211) offer a similar definition of the concept 'observation' as the one given above. Johnson & Christensen (2008, p211) and Marshall & Rossman (1999, p107), influenced the way I conducted the observations in the two grade I classrooms. I followed their guidelines as they were more suitable for this study. In this case observations were conducted to check on how the LiEP was being implemented by the two selected educators.

An observation helps to collect information about people because people do not always do what they claim to be doing (Ibid). Johnson & Christensen (2008) caution though that in the process the observer should try to be 'unobtrusive' in order not to affect what is being observed. Flick (2006, p217) echoes the same by suggesting that the researcher should "maintain distance from the observed events in order to avoid influencing them". In both schools I maintained my distance by keeping quiet throughout the observation sessions and did not impose any questions. Any questions I had were to be posed during interview sessions with the observed educators.

Marshall & Rossman (1999) state that observation can range from highly structured, detailed notation of behavior guided by checklists to more holistic description of events and behavior. This section was guided by a lesson observation schedule (Appendix E). Observation is used to discover complex interactions in natural social settings (Marshall &

Rossman, 1999). Observation plays an important role in in-depth interviews where the researcher notes the interviewee's body language and affect in addition to her words (Ibid).

These limitations include the possibility that the observer may affect the situation being observed (Patton, 2002). An example that Patton gives to this is the situation where he says participants may behave in some atypical fashion when they know they are being observed. Through out the observation process, I maintained the ethics of an objective researcher by holding my personal biases in abeyance. In other words I let the educators and the learners to proceed with their activities without interrupting them in anyway.



Patton (2002) and Johnson & Christensen (2008) classify observation into participant and non-participant observers. For this study I chose the non-participant type of observation in order to act as a complete observer. The observations were followed by the semi-structured interviews.

3.5.2 Semi- structured Interviews

An interview is a conversation between two or more people, the interviewer and the interviewee, where questions are asked by the interviewer to obtain information from the interviewee (Wengraf, 2001). In addition, Kahn & Cannell in Marshall& Rossman (1999) describe

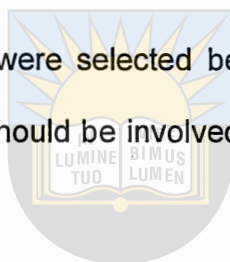
interviewing as a conversation with a purpose and that it is a useful way to get large amounts of data quickly. For this study interviews were conducted in response to the following research questions:

- What are Grade 1 educators' understanding of the LiEP?
- What do the Grade 1 educators recognize as challenges to using additive bilingualism as prescribed by the LiEP?
- What kind of support do the Grade 1 educators receive in the implementation of the LiEP?
- How do the schools implement additive bilingualism?

During the interviews I interviewed one Grade 1 educator instead of the two that I observed. One Grade 1 educator postponed the interview session several times and could not be reached on her mobile phone as well. It is therefore due to the non-availability of one of the grade 1 educator, that I only interviewed one educator. I also interviewed one HOD, one principal, two SGB members (the chairperson & the secretary), and three parents of Grade 1 learners from each of the two rural primary schools. The respondents were selected for the following reasons:

- The Grade 1A educator was selected because I wanted to check her understanding of the LiEP as well as how she was implementing the policy in her class.
- The HODs were selected because one of their roles is to support the educators in the implementation of the LiEP.

- The principals were selected by virtue of being them being school managers. As school managers one of their duties is to facilitate that the policies of the Department of Education were implemented in their schools.
- The SGBs were selected because according to SASA they are expected to decide on the language policy of their schools.
- The parents were selected because according to the LiEP (1997) they should be involved in choosing the LOL for their children.



Interviews can be structured, unstructured or semi-structured (Wengraf, 2001). Hancock (2002) indicates that structured interview questions may be formulated in such that they give a limited range of responses. Whereas semi or unstructured interviews, are a method of interviews where questions can be changed or adapted to meet the respondents' intelligent, understanding or belief (Wengraf, 2001). Semi-structured interviews allows one to ask a series of open ended questions (Hancock, 2002) when the respondents seemed to have nothing more to say. The difference between unstructured and semi structured interviews is that the unstructured interviews have a very little or no structure of questions, whereas semi-structured interviews have a set of broad questions to ask (Ibid).

In this study I used the semi structured interviews. Semi-structured interviews allowed me to ask a series of open ended questions and to also ask probing questions when I wanted clarity on issues. For instance, when a respondent gave a short answer such as 'yes' or 'no' whilst I needed more clarity, I posed a follow-up question that made her/him to explain further.

The semi-structured interviews were followed by document analysis.

3.5.3 Document analysis



Bogdan & Biklen (2003) classify documents as personal documents- individual property for private purposes; official documents- documents produced by organizational employees; and popular culture documents- documents produced for commercial purposes. Official documents provide the following example of documents: memos, minutes from meetings, newsletters, policy documents, proposals, codes of ethics, dossiers, students' records, statements of philosophy, news releases, brochures, pamphlets, etcetera (Bogdan & Biklen, 2003; Johnson & Christensen, 2008). Official documents chosen for this study were the schools' language policies and staff minute books for the meetings at the two selected schools. In order to be more focused, in terms of the minute book of the meetings, I looked for the implementation of the LiEP from the year 2004 to 2009. I wanted to find out if the educators were discussing

the LiEP in their staff meetings, and also to get an insight into the type of issues that they were discussing from time to time.

The aim of using document analysis was to respond to the following research questions:

- What are the Grade 1 educators' understanding of the LiEP?
- What kind of support do the Grade 1 educators receive in the implementation of the LiEP?
- What kind of support do the Grade 1 educators receive in the implementation of the LiEP?

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Patton (2002) notes that documents have some limitations as they may be incomplete or inaccurate (ibid). But nevertheless, document analysis “provides a behind-the-scenes look at the program that may not be directly observable and about which the interviewer might not ask appropriate questions without the leads provided through documents” (Patton, 2002 p307). From these I expected to find discussions and even challenges if there were any around the LiEP implementation.

3.6 Sampling Techniques

The term ‘sampling’ refers to the techniques used to select groups from a wider population (Jupp, 2006). Neuman (2006, p219) further says “The

primary purpose of sampling is to collect specific cases, units, or actions that can clarify and deepen understanding”.

3.6.1 Sampling of research sites

For this study I selected two rural primary schools in the King William's Town district. I used purposive sampling. Jupp (2006, p244) defines purposive sampling as “a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken ... based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity to participate in the research”. This study selected the schools as these were the sites of learning that were supposed to implement the LiEP. The Grade 1 class was selected as it is where the school lays its foundation for the upper grades. For instance, I believe it is in this class where a researcher may determine if the practices suggested in the policies are implemented.

One of the reasons for selecting the two schools is that both the educators and learners share the same home language, isiXhosa. The selected schools were both rural and situated in the King William's Town District of Education. Both schools were selected in order to investigate factors that influence the Grade 1 educators' implementation of the LiEP.

3.6.2 Sampling of respondents

Purposive sampling was used in the selection of the respondents.

Respondents that were selected for this study were the following:

- 4 SGB members, comprising of the Chairperson and the Secretary from each of the two schools; whose term started from 2007 to June 2009. These members were selected as their role amongst other things is to formulate the language policy.
- Two Grade 1 educators, one from each school. The reason for their selection was that they would help in getting information on what was taking place in the selected Grade 1 class.
- Six parents of Grade 1 learners, three from each school. They were selected as they are expected to choose the LOL for their children (LiEP, 1997).
- Two HODs, one from each school. These were selected because their duties include providing support to the educators in the implementation of the LiEP.
- Two principals, one from each school were selected because they were the managers of the schools whose duties include seeing to it that policies of the Department of Education were implemented correctly.

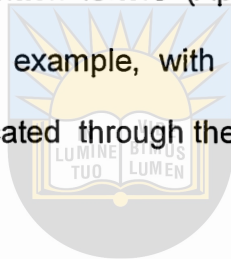
3.7 Negotiating access to the research sites

The following procedures were used to secure access to the research sites.

1. My supervisor prepared three letters of introduction which I presented to the Education District Officer (EDO) in the King William's Town District of Education as well as to the two selected schools. The letters indicated that I was conducting a research, and explained the research objectives as well as the suitability of the schools I had selected for this study.
2. After securing permission verbally from the EDO, I negotiated with the individual schools through their principals and SGB chairpersons. The purpose of the study was explained and I letters from my supervisor, as supporting documentations were given to the principals. The following requirements of this study, were explained to both principals:
 - A Grade 1 class was needed for observation purposes, where the selected educator would be observed presenting a lesson.
 - Interviews would be conducted with the principal, the SGB Chairperson and Secretary (whose term ended in June 2009), the Grade 1 educator, the HOD and three parents of the Grade 1 learners.

- Documents such as staff minute book and language policy would be requested as supporting documents.
- The use of a recording tape though not compulsory, depending on the negotiations with the respondents.
- The issues of anonymity would be discussed and agreed upon with the respondents.

3. I also negotiated by written letters (Appendix G) and also through telecommunication. For example, with 18,8% (3 out of 16) of my respondents I communicated through the cell phone.



Getting entry into the schools

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For the sake of confidentiality I prefer to call the two schools I selected, School A and School B. Below is the report of what took place in both schools.

(a) School A

In this school the principal accepted my proposal and assigned me to his HOD who was also present in his office at the time. He gave the HOD the mandate to discuss with me everything concerning this study on his behalf. After listening to what was needed for the study the HOD took me to the Grade 1 educator. The Grade 1 educator accepted to be part of this study, that is, through being observed teaching in class and having an

interview session with me. The HOD and the Grade 1 educator then asked me to come back the following week to set dates for the interviews as well as for the observation session.

In the following week the HOD, the Grade 1 educator and myself set a date for the observation and the interviews. They indicated that they would prefer if everything was to be done in one day, except for the interviews with the three parents of Grade 1 learners and the two former SGB members (the Chairperson and the Secretary). I accepted and respected their views and we, then, agreed on the following:

- set a date when I would commence with the research;
- time of arrival at school (09h00) to familiarize myself with the situation before I could start the work;
- the duration (30 minutes) of the observation of the Grade 1 educator doing the actual teaching in her classroom; followed by 30 minutes interview with each of the following members, Grade 1 educator, HOD and the principal;
- 1 hour analysis of school document analysis, namely, language policy and school minute book;
- The selection of three Grade 1 parents (of the learners whose class was to be observed), as well as the two SGB members (the Chairperson and the Secretary)
- The use of instruments such a recording tape; lastly,

- the HOD was going to report to the principal about these arrangements.

(b) School B

The principal who was alone in his office at the time welcomed me in his school. I introduced myself and told him about this study, and my intentions to carry the study in his school. I explained the methodology and the research instruments that were to be used during the interviews as it has been indicated above. The principal advised me that I come back in the following week to set dates for conducting the interviews and the observations.

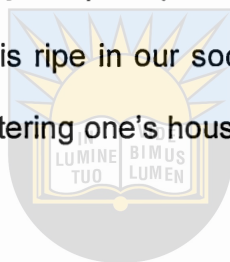


On the set date I was, again, welcomed by the principal who gave me two days to carry out the interviews and the observation. The principal did not have a problem with my plans of using a tape recorder when interviewing him. I negotiated with the Grade 1 educator to select learners whose parents I had to interview. He granted permission, and I selected the learners with the help of the Grade 1 educator. After this process I wrote individual letters to the parents.

(c) The parents of both schools

All the parents that have been selected for the interviews were visited in their respective homes. This process followed the letters that were sent to them through their children at the schools. I introduced myself and inform

the parents about this study and ask for an appointment. Only 16.7% (1 out of 6) of the parents asked me to come the following week, others wanted to be interviewed there and then. All the parents were suspicious first and asked what I was going to do with the information they would give. They felt at ease after I told them that the information was needed for this study and nothing else. Also mentioning to these parents that this study was known by the principal made them to trust me. This is fear of talking to strangers is ripe in our society because of crime. In my case it was worsened by entering one's house.



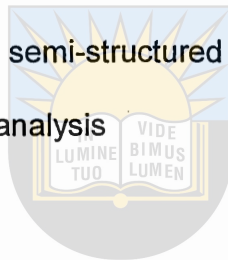
(d) The SGBs

50% (2 out of 4) of the SGBs were contacted by a cell phone. These were the SGBs from School A. I got their contact numbers from the principal of School A. The Chairperson and the Secretary of School B were easy to find because both were working at the school, one as a bread-cutter and the other as an educator. I was introduced to them by the HOD. I introduced myself to them and told them about this study. They agreed to be interviewed. The SMT of School B, according to them, were already told about my visit by the principal. As they were employed within the school premises, one as a bread-cutter and one as an educator.

3.8 Data collection

The data was collected in four phases through the use of piloting, observations, the interviews and document analysis. It will be discussed as follows:

- Phase 1: Piloting
- Phase 2: Conducting classroom observations
- Phase 3: Conducting semi-structured interviews
- Phase 4: Document analysis



3.8.1 Phase 1: Piloting

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Haralambos & Holborn (2000) refer to piloting of a study as a pilot experiment. A pilot study is a preliminary study conducted before the main research in order to check the feasibility or to improve the design of the research (Haralambos & Holborn, 2000; Shuttleworth, 2008) According to Haralambos & Holborn (2000) a pilot study is carried on the members of the relevant population, but not on those who will be part of the sample. In that case, I carried out the pilot study at a primary school which shares the same characteristics with the two schools selected the study. The common things between the pilot school and those I sampled were that they were all rural primary schools with the Grade 1 class; and the educators as well as the learners having isiXhosa as their first language.

The idea of piloting the instrument on a school that was not part of the sample was to avoid influences that the respondents would have had on this study if they had already been involved in it (Marshall & Holborn, 2000).

The advantage of using a pilot before conducting a research is to test the design of the experiment (Haralambos & Holborn, 2000). The design can then be adjusted should anything be missing in the pilot. According to Haralambos & Holborn (2000) in sociology pilot study can refer to a small scale research before the main research is done. The small scale research can also be termed as a rehearsal of the larger research design (Shuttleworth, 2008). This is done to prevent errors from happening in the real research (Haralambos & Holborn, 2000). Shuttleworth (2008) adds on by saying pilot studies are excellent for training inexperienced researchers.

The pilot study helped in shaping the interviews through adding more sub-questions to the research questions. The respondents for the pilot study were the principal, one HOD, one Grade 1 educator, two SGB members and three parents of Grade 1 learners.

Piloting was the stage in my study that helped me with the formulation of the sub-questions. The questions before were not too focused, but as I

interviewed the respondents I could see my self coming up with follow up questions that made them to explain more. Those were the questions that I asked when I conducted the interviews in this study. Piloting also helped me to practise shorthand writing as I was not using a recording tape.

What I also learned from the pilot study was that the parents were concerned about the LOL for their children. All the three parents who were interviewed, were concerned about English proficiency. Though they were interested that their children to be taught isiXhosa, but much interest was on their children to be more proficient in English as well. They based their views on the understanding that communication in workplaces is across racial lines, and therefore, required proficiency in English. Highlighting a problem that emerges when one is less proficient or could not communicate in English, one of the parents cited a radio program in which one person could not speak any of the South African languages besides Afrikaans.

3.8.2 Phase 2: Conducting classroom observations

Two educators were observed whilst teaching Numeracy lessons in the Grade 1 classes. Observations were conducted on the Grade 1 educators who were later interviewed later. Marshall & Rossman (1999) state that an observation is used to discover interactions in natural settings.

As I had informed both educators about the aim of this study on the day of the observation, they both taught Numeracy lessons. Observing the teaching of lessons of the same Learning Area made things easier for me to analyze the data. I encountered no challenges in the observations from both Grade 1 educators. Learners in both schools seemed not to be disturbed by my presence as they participated in the lessons freely and openly.

The observations were conducted using the lesson observation schedule attached (Appendix E). The observation schedule was to look at the following:

- The additive mode
- The resources used
- The assessment
- The educators accommodation of other languages
- The learners' confidence with the LOL
- The learners' confidence with the language of assessment
- The learners' participation in class.

The observations were followed by the interviews, which were conducted as follows:

3.8.3 Phase 3: Conducting semi-structured Interviews

Semi-structured interviews were supposed to be conducted with a total of sixteen respondents, but one of the Grade 1 educators withdrew from this study. I ended up interviewing fifteen respondents. Semi-structured interviews gave me a chance to change or adapt the questions. The interviews will be presented as School A and School B.

(a) Interviews in School A

All eight respondents were interviewed in isiXhosa. Only 1 out of 8 of the respondents, the HOD, was tape-recorded. The other respondents were not comfortable with it. I had to put it aside. The SGBs and the parents were interviewed in their respective homes. It was only the principal, HOD and Grade 1 educator who were interviewed at school during school hours.

(b) Interviews in School B

7 respondents were interviewed in this school because one of the Grade 1 educator dropped out without warning. 6 out of 7 of the respondents were interviewed in isiXhosa. Only the principal preferred to be interviewed in English, his second language, and his responses were recorded using the recording tape.

The notes recorded from the interviews were neatly transcribed immediately. Neuman (2006), cautions that they need to be recorded whilst still fresh on ones' mind. Only 18,8% (3 out of 16) of the respondents accepted the use of the tape recorder. The other respondents were not comfortable with it, and I had to put it aside.

Taking down notes for 81,3% (13 out of 16) of my respondents was not easy at all. But to make things easier for me I had to carry a note book where I had to record the conversations using short-hand writing. I would number the questions leaving a big space in-between to put in what ever answer was given to each question. At times repeating what the respondent said to make sure that I heard her/him correctly.

The interviews were conducted in the medium of both English and isiXhosa. The first step into analysis was to transcribe all the interviews and translate all the data into English. I examined the data into patterns, categories and basic descriptive units thereby recombining the data evidence to address the initial propositions of the study.

The data collection was concluded by phase 4, which was document analysis.

3.8.4 Phase 4: Document analysis

The documents which were to be analyzed were the school language policy and staff minute book.

3.9 Limitations of the study

As it was the first time that I came to grips with the practical side of the a scientific research, my observation was that I was like an explorer who was traversing a rocky and bushy terrain. There were times during the interview sessions that I would return home very sad. Some of the respondents were unemployed, and to them a visit by a researcher meant a person who was to help them find jobs. This was hurting.

On the main, the study was enjoyable, exciting, challenging and provided an important learning curve for me. The limitations and challenges I encountered may be categorized as follows:

3.9.1 Research methodology

A scientific research is a systematic process that is guided by a driving force, known as a research methodology. This is the area that really tested my ability to conduct a scientific social research.

3.9.1.1 A Research paradigm: Interpretive paradigm

The respondents appeared to have divergent interpretations in as far as how certain elements of the school were to operate. This was evident, particularly, in the case of the formulation and implementation of the LiEP in both schools. For instance, as the Department of Education was promoting bilingualism or multilingualism the majority of the parents were of the view that the English language should be given preference as it was the case in most of South Africa's sectors, for example, the economic sector and in most places of employment. On the other hand, the School B respondents appeared to promote code-switching instead of putting more emphasis on either bilingualism or multilingualism – whereas those of School A seemed to be in between either bilingualism or multilingualism and code-switching, instead of giving preference to the English language as their policy was stipulating.

3.9.1.2 Research methods

During the application of the research methods the limitations and challenges that often emerge during the carrying out of researches also cropped up.

3.9.1.2.1 Observation

In School A the educators I was observing changed her approach from mainly isiXhosa medium of instruction to code-switching by resorting to

counting in English during her Numeracy lesson when the learners could not call the numbers in isiXhosa.

3.9.1.2.2 Document analysis

I was unable to do a thorough analysis of the data because at School A I did not get any documents, while at School B I was given a school policy and the SMT minute book instead of a school minute book. So I did not get any useful information from the SMT minute book because it contained scanty information as nothing about the implementation of the LiEP, support given to educators by the SMT in the implementation of the language policy, minutes on reports from workshops conducted by the Department of Education for all educators in the district.



3.10 Data analysis

Data analysis means the process of systematically searching and arranging the interview transcripts, field-notes and other materials that you accumulate to enable you to come up with findings (Bogda & Biklen, 2003 p147). Data analyzed was these instruments: observations, interviews and document analysis.

3.11 Trustworthiness

Exploring Guba's model Brown & Schulze (2008) state that trustworthiness includes:

- Truth value- Validity refers to the "truthfulness, correctness or accuracy of research data (Burton & Bartlett, 2005 p26). Only the findings that came out of this study have been used as the true reflection of what really took place. This was done by giving full explanations of how data was gathered. The use of a tape recorder in some instances when data was collected helped in transcribing what was on the cassettes. The written notes were then shown to the participants for them to check if what I recorded verified what they said.
- Applicability- Interviews were first piloted to check if the answers to the research questions were giving what was relevant to this study. The pilot study was conducted in a school that had something common with those sampled. The commonalities were that the school was a rural primary school with the Grade 1 class; the educators and the learners were having isiXhosa as their home language; also the school was in the King William's Town District.
- Consistency- Triangulation which is an integrated approach (Govinden, 2008) was used. The instrument chosen for the study were the observations, the interviews and the document analysis. Data collected from these three instruments was used to check the consistency.

- and Neutrality- To validate this study I had to do away with biases (Johnson & Christensen, 2008). This was done by giving a colleague samples of all the collected data in order to verify the analysis and conclusions that I had drawn (Burton & Bartlett, 2005). This helped in validating this study. In this study I tried to avoid leading ideas. I would pose a question and wait for the respondents to answer without interfering.

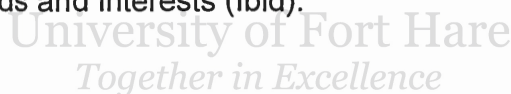
It has been mentioned above that this study was validated by first conducting a pilot study before proceeding with the interviews. The instrument that I used in the pilot study was the interviews.

Piloting the interview questions helped because I was able to make some changes in the way I assembled my sub-questions in order to make sure that only relevant questions that would give answers to the research questions were asked. Also it was at that stage that I decided to start with the observations before the interview sessions, though piloting was on interviews only. I thought interviews would help clarify issues from observations. The idea was against what Patton (2002) suggests. He suggests that interviews should be conducted before observations.

Also this study had shown that a researcher has to exercise patience as at times the respondents postponed dates for interview sessions.

3.12 Ethical considerations

Flick (2006) notes the importance of ethical issues, and that sensitivity around them is growing due to scandals. The scandals Flick refers to, include involving people in a study without their consent; using other people's work without making some acknowledgements; etcetera. According to (Flick, 2006) these have led to the formulation of 'codes of ethics' (Ibid). He further says, "Codes of ethics are formulated to regulate the relations of researchers to the people and fields they intend to study" (2006, p45). Researchers should respect and take into account the respondents' needs and interests (Ibid).



Ethics in this study were taken into account in order to avoid issues which could infringe on informants' right and freedom (Flick, 2006; Chunyan, 2005). This study was guided by the following ethical principles :

- Anonymity

This study did not reveal anybody's personal identity and all the respondents were assured of such confidentiality. The names of the sampled schools were not disclosed.

- Transparency

The respondents were clearly briefed about the aims and implications of this study. They were made aware that the information they gave me was to be used in this study. The use of a tape recorder was negotiated with

the participants. Only 12.5% (2 out of 16) of the respondents welcomed the use of a tape recorder. Those who did not welcomed the use of it cited that a tape recorder would make them to be uncomfortable and it was not used.

- Report and Results

Raw data was made available wherever required and was not falsified. The raw data was the scribbled notes, the cassettes and transcribed notes that helped in the formulation of this report.

Neuman (2006, p129) cautions that “researchers need to prepare themselves and consider ethical concerns as they design a study so that sound ethical practice is built in to the design”. He further says that ethics define what is or is not legitimate to do, or what moral research procedure involves. He further highlights the following as other issues that one need to avoid when conducting research:

- Plagiarism: that is stealing someone else's work. To avoid this I referenced every information used in this study.
- Human rights violation- the respondents were fully informed of the study. No participant took part in this study unaware. The letters that they signed as agreeing to participate in this study is the evidence of that. Any one who wished to withdrew from this study was free to do so.
- Research fraud: that is faking or inventing data that was not really collected, etc. In this case the copies of letters of acceptance from the

sampled schools, the recorded cassettes, and the signed letters from parents will always be used as evidence.

- Deception: that is lying to people for personal gain (Neuman, 2006). In gathering information for this study the participants were informed of what was to be done with the information. The participants also participated on their own will.

To avoid the above I exercised honesty and did abide by the rules of ethics.



3.13 Conclusion

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Qualitative approach has been used to collect data in this study. This was performed through the use of the following research instruments: the observations, interviews and document analysis. These are some of the instruments that fit well in a qualitative study (Gray, 2004; Patton, 2002). Proper procedures such as ethical considerations, sampling, etcetera were maintained all the time, and that contributed to the success of this study. The research questions were in English but translated to isiXhosa for the 6.7% (1 out of 15) of the respondents who chose to be interviewed in isiXhosa, their home language. Data was transcribed; managed into smaller units and themes were formulated.

Planning the research methods well also helped in formulating data that is presented in Chapter 4.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data collected through the use of the qualitative research instruments that include: observations, interviews and document analysis. The instruments used fit well in the qualitative approach (Patton, 2000 ; Gray, 2004). The data was collected in two rural primary schools in the King Williams' Town Education District in a real life setting as Gray (2004) suggests. The aim was to investigate the factors that influence the Grade 1 educators' implementation of the LiEP. It was carried in a form of a case study in the King William's Town District of Education. A total of sixteen respondents were interviewed. These respondents were:

- two Grade 1 educators,
- two principals,
- two HODs,
- four SGB members,
- and six parents of Grade1 learners.

The research questions that this study aimed to respond to were the following:

- What are the Grade 1 educators' understanding of the Language-in-Education Policy?

- What do the Grade 1 educators recognize as challenges to using additive bilingualism as prescribed by LiEP?
- How do the schools implement the additive bilingualism?
- What kind of support do the Grade 1 educators receive in the implementation of Language-in-Education Policy?

This chapter is structured as follows:

4.2 Respondents' profiles. This section presents the data on the age, gender, qualifications and occupation of the respondents.

4.3: The respondents' understanding of the Language-in-Education Policy.

4.4 The respondents' challenges to using additive bilingualism

4.5 The respondents' responses to support given to the Grade 1 educators

4.6 Data will be presented and analyzed in line with the research question:

The respondents' implementation of the additive bilingualism.

4.7 Presentation and analysis of data in response to the research question:

The respondents' kind of support offered to the Grade 1 educator

4.8 Conclusion

4.2 Respondents' profiles

Table 4.1: School A Respondents

Respondents no.	Gender F / M	Highest Qua- Lification	Employmt. status	Age	Proficiency in English/isiXhosa	Teaching experience
1. Educator	F	Tertiary	Permanent	52yrs	Good -isiXhosa	29yrs
2. HOD	F	Tertiary	Permanent	59yrs	Good in both	35yrs
3. Principal	M	Tertiary	Permanent	56yrs	Good in both	33yrs
4. SGB Chair	M	Primary	Unemployd.	69yrs	Good -isiXhosa	n/a
5. SGB Sec.	F	Primary	Unemployd.	51yrs	Good -isiXhosa	n/a
6. Parent	F	Secondary	Contract	33yrs	Good -isiXhosa	n/a
7. Parent	F	Secondary	Self-emply.	37yrs	Good -isiXhosa	n/a
8. Parent	F	Secondary	Permanent	26yrs	Good -isiXhosa	n/a

Table 4.2: School B Respondents

Respondents no.	Gender F/M	Highest Qualification	Employmt. Status	Age (yrs)	Proficiency Eng/Xhosa	Teaching Experience
1. Educator	F	Tertiary	Permanent	-	Not known	Not known
2. HOD	F	Tertiary	Permanent	51yrs	Good - Xhosa	29yrs
3. Principal	M	Tertiary	Permanent	61yrs	Good in both	37yrs
4. SGB Chair	F	Primary	Contract	52yrs	Good - Xhosa	n/a
5. SGB Sec.	F	Primary	Permanent	41yrs	Good in both	18yrs
6. Parent	F	Matric	Unemployd.	33yrs	Good-Xhosa	n/a
7. Parent	F	Primary	Contract	49yrs	Good - English	n/a
8. Parent	F	Secondary	Self-employd	33yrs	Good - English	n/a

This section presents the data in the form of tables for both School A and School B. Table 4.1 on page 76 represents profile of respondents from School A, and Table 4.2 on page 77 represents profile of respondents from School B. Eight respondents from each school took part in this study. These selected respondents were made of 87,5% (fourteen) females and 12,5% (two) males. Yet it was not of my own making to have such gender

difference. It just happened automatically. Table 4.1 is shown on page 76 whilst Table 4.2 is shown on page 77.

It has to be noted that the SGB members who took part in this study were those whose term of office ended in June 2009. Though interviews were conducted after June, the newly elected SGB members (those elected in June 2009) could not be selected. I did not involve them as the language policy that was assumed existed in the selected schools at that period was not formulated by them.



Table 4.1 above shows the 8 respondents from School A were selected for this study. 75% (6 out of 8) of the respondents were females. Respondents number 6, 7 and 8 were the parents of Grade 1 learners. 37.5% (3 out of 8) of the respondents were educators by profession. 25% (2 out of 8) of the respondents had more than 30 years teaching experience. Respondents number 4 and 5 were the SGB members (no. 4 the Chairperson; whilst no.5 was the Secretary). 14,2% (1 out of 7) of the respondents was interviewed in English. 87.5% (7 out of 8) of the respondents were above 30 years of age. Only 25% (2 out of 8) of the respondents rated themselves as 'good' in speaking both English and isiXhosa, the others rated themselves as good in their home language only.

Table 4.2 on page 77 above, shows the 8 respondents of School B. In this school 87,5% (7 out of 8) of the respondents were females. This table

shows that there is incomplete information on the respondent no.1, the Grade 1 educator. This was the educator who could not be interviewed as she repeatedly postponed the interview sessions and could not be reached on her cell phone. At times 7 (instead of 8) has been used as the total number of respondents where information on Grade 1 educator is unknown. Respondents number 6, 7 and 8 were the parents of the Grade 1 learners. All the respondents were above 30 years of age. Respondents number 4 and 5 are SGB members (no.4 the Chairperson, whilst no. 5 is the Secretary). All the above respondents were interviewed in isiXhosa, their home language. Only 28,6% (2 out of the 7 interviewed) of the respondents rated themselves as good in both English and isiXhosa their home language the others rated themselves as being good in their home language only.

Coding was used in order to differentiate between the respondents of School A and those of School B. The respondents from School A were given the letter A and those from School B were given the letter B. The respondents from each school were given the numbers 1 up to 8. For an example,

- * Grade 1A educator > the educator of School A
- * Grade 1B educator > the educator of School B
- * HOD > Head of Division
- * HOD 2A > the HOD of School A

- * HOD 2B > the HOD of School B
- * principal 3A > the principal of School A
- * principal 3B > the principal of School B
- * SGB 4CA > the Chairperson of School A
- * SGB 4CB > the Chairperson of School B
- * SGB 4SA > the Secretary of School A
- * SGB 4SB > the Secretary of School B.

The parents of both schools were given the numbers 6, 7 and 8 with the letter A or B to differentiate between parents of School A and School B.

In both schools the data showed that the 83,3% (5 out of 6) of parents interviewed were the biological parents of the Grade 1 learners except for Parent 7B who was a grandmother to one of the learners.

What the data also showed was that the SGB chairpersons of both schools left school in their early years of schooling. The chairperson of School A left school after having completed Grade 3 (formerly known as Standard 1), whilst the Chairperson of School B reportedly left school after completing Grade 4 (formerly known as Standard 2). This lack of proper education is one the causes of poor performance among SGB members (Msweli, 2008). But nevertheless, there could be something that prompted these parents to be selected for such positions.

83% of the parents (5 out of 6) did not pass matric (Grade 12). They reportedly dropped out of school at secondary school level. The three parents from each of the two schools were females. This observation was also made by Duku (2006) and gives reasons for that by stating that in the Eastern Cape the majority of learners stay with their mothers. Most of the mothers according to Duku (2006) are single parents and these few who happen to be married, their husbands are working far from home (Ibid). But unfortunately, even though the partner of Parent 8B was present at the time I asked for an interview appointment, he was not involved in the interview session, apparently feeling that it was her partner's role.



The issue to be discussed below is the respondents' understanding concerning the Language-in-Education Policy.

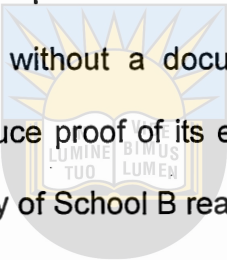
4.3 The respondents' understanding of the Language-in-Education Policy (LiEP)

This section has been broken down into the following : the existence of the language policy; the medium of instruction used in the Grade 1 classroom; the preferred LOL by the selected SGBs and parents.

4.3.1 The existence of the language policy

Data from both schools has been presented jointly, and has been presented like this:

1 out of the 2 principals had a documented language policy. It was displayed in the office of principal 3B as evidence. It was deduced that the other school was working without a documented language policy, as principal 3A could not produce proof of its existence. An extract from the documented language policy of School B read as follows:



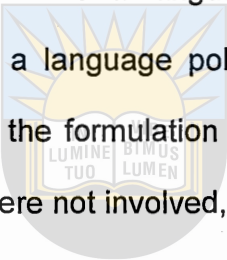
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*The Grades 1 and 2 are taught in the medium of isiXhosa with
English as a subject.*

Both HODs agreed that there was a language policy in their respective schools. When asked who formulated the language policies: HOD2A revealed that it was formulated by the principal, the retired HOD and all the educators of the Intermediate Phase. Therefore, the SGBs were excluded in the formulation of the language policy in School A. HOD 2B mentioned that the SGBs were involved in the language policy formulation.

All the 6 parents were not aware whether a language policy existed in the selected schools or not. Only 16,7% (1 out of 6) parents insisted that not a

single day in the parents' meetings that she had attended was the language policy discussed.

50% (2 out of 4) of the SGB members were aware that there was a language policy in their school (School B), though it was not formulated by them. At the same time 75% (3 out of 4) were not aware that one of their responsibilities was to formulate a language policy. Principal A, who maintained that there was a language policy in his school, stated that SGBs were not involved in the formulation of the language policy. When questioned on why SGBs were not involved, this was his response,



The parents are scarce in the school and not exposed to these things. Teachers do things themselves. Based on the Department (of Education) policy.

This statement by principal 3A showed that these SGBs lacked the capacity to formulate the language policy although the SASA of 1996 accorded them to. Probyn et al (2002) in their study also discovered that the SGBs were not involved in the formulation of the language policy, it was actually formulated by the educators.

The only educator interviewed (the other Grade 1 educator could not be interviewed), Grade 1A educator, revealed that there was no language

policy in School A, though the principal and the HOD admitted to having it at the said school.

Looking at School B. Responding to the question on whether there was a language policy in the school, the principal, the HOD as well as the SGB confirmed that a language policy existed in the school. This is what the principal said when asked,



It was formulated by our SGB, the SMT as well as the educators after looking at the Department (of Education) circular.

The HOD reported in this manner,

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People who contributed in its formulation were the SGB as well as the educators.

In relation to who developed the policy, the SGB indicated that it could have been developed by those who were SGB members before them. The SGB responded in this manner,

It could be it was formulated 'ngababengaphambili' (by the SGB members who were here before us).

I also thought it was formulated long ago because the SGB members I had selected were those who completed their term in June 2009. If it was formulated by the SGB members, then that would mean it was never reviewed. Reviewing does not mean changing per se, but discussions on

whether the newly elected SGB members still adopted the existing language policy were supposed to have taken place.

4.3.2 The medium of instruction in the Grade 1 classroom

100% of the parents (a total of 6) admitted that the LOL used in the Grade 1 classes was isiXhosa, and that English was only used as a subject. When they were asked where they got that information. They stated that the homework that their children brought from school was the evidence. According to them they helped with spelling, reading and 'sums' (Numeracy), which were in isiXhosa. They also stated that English was taught as a subject because they could hear their children at home naming certain objects in it.

Data from the observations also showed that the LOL used by both Grade 1 educators in their classes was isiXhosa, their learners' home language. The Grade 1A educator included code-switching when dealing with numbers whilst the Grade 1B educator used mainly isiXhosa. Though Grade 1B educator was using mainly isiXhosa in her class, she was accommodative of the use of the English language. Her response to learners who called numbers in English when answering questions would be:

Then, what do we call the number in English?

100% (a total of 4) of the SMT mentioned that Grade 1 and 2 were taught through the medium of isiXhosa, and English used as a subject orally to familiarize the learners with commands, etcetera. Though the study was focused on the Grade 1 class, the language policy made me to know the other grades' medium of instruction as well. The language policy showed that the LiEP was not implemented in the right manner. Data showed that in both schools in Grade 3 the learners were introduced to English through code-switching. This according to them was done to familiarize the learners with English so that when they reached Grade 4 they were able to cope. According to the SMT in Grade 4 to Grade 7 the LOL in both schools was English, isiXhosa was only taught as a subject (Learning Area).

Both HODs mentioned that there was, sometimes, a problem of language (English) the learners came from home with. According to them the learners were supposed to be taught Numeracy in isiXhosa, but learners could not count in isiXhosa. They made an example of numbers in Numeracy where learners struggled to learn them in their home language (which is isiXhosa). HOD2A responded as follows,

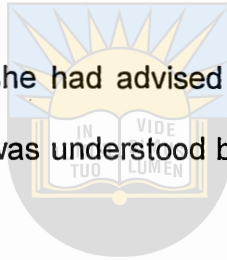
Our learners cannot count in isiXhosa. We all encounter that problem as educators in this school and that causes a burden

especially to the Grade 1 educator, because she has to teach them how to write too.

She was at the same time quick to highlight that in her school she had advised educators not to waste time visiting other educators,

...leaving the learners unattended to, just to look for an isiXhosa word.

She also highlighted that she had advised her educators to just use an English word as long as it was understood by the learners. She supported herself by saying:



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Why look for an interpretation whilst the meaning is already known?

All the selected parents and SGBs highlighted that in the Grade 1 class their children were taught in isiXhosa with a little bit of English. For instance, parent 6A responded as follows:

My child is taught in isiXhosa. The homework he brings along from school is mostly in isiXhosa. English is being taught also. I hear my son sometimes naming the objects in the house in English.

4.3.3 The preferred Language of Learning (LOL) by the selected School Governing Bodies and parents

In terms of the LOL preferred by the parents as well as the SGBs, the majority of the respondents expressed their views as follows:

Firstly, only 30% (3 out of 10) of the SGBs as well as the parents claimed they could speak English well. This was shown when parents and the SGBs were asked to rate themselves by choosing between 'good and fair' in English proficiency. All the others besides the three rated themselves as 'fair' in English. They only gave themselves a good rating in their home language which is isiXhosa. What surprised me was that parents 7B and 8B rated themselves as 'good' in English and gave themselves 'fair' in isiXhosa, though it was their home language. These parents grew up in the villages where isiXhosa was used as a home language.

4.3.4 The value attached to the mother tongue

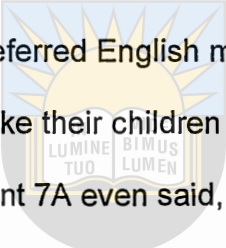
(a) By the Grade 1 educators

The observations as well as the interviews with the parents, SGBs and HODs showed that both Grade 1 educators put value to the home language of learners. All these respondents agreed that isiXhosa, which is the home language of the learners in the sampled schools, was used as a

medium of instruction by the sampled Grade 1 educators. Parents said that the evidence of that was that their children could speak and write in isiXhosa well.

(b) By the parents

There was not much value given to the home language by the SGBs and the parents. The selected parents and the SGBs from both schools, except SGB 4A, strongly preferred English more than isiXhosa. They even mentioned that they would like their children to be taught mostly in English as early as in Grade 1. Parent 7A even said,



IsiXhosa should be used only as a subject. But the medium of instruction should be mainly English. IsiXhosa is not that important because one is not going to use it in high school.

Parent 8A said,

I grew up unable to speak English. Teachers should teach our learners in English as early as in Grade 1.

Parent 6B said,

Teachers should focus more in English because at tertiary level it is

the one used (as a medium of instruction).

According to them English was also used at the workplace. The attitude of these parents was similar to that of the parents selected by De Klerk (2002a); Duku (2006) . Those parents were so desperate that they wanted their children to be taught in English as early as in Grade R.

4.3.5 Respondents who favored more than two languages

Among these respondents were 18,8% (3 out of 16) who favored the introduction of more than two languages. They wanted these languages to be offered as subjects separated from one another, something which is against the LiEP. The LiEP is promoting the use of the different languages jointly as medium, and not as separate subjects as the respondents wished. These were the selected SGBs as well as Parent 7B.

SGB 4CA's response was as follows:

*It would be better if isiXhosa, English and Sesotho
could be learned. What is the use of being educated if
you cannot communicate with your subordinates at work ?*

SGB 4CB responded like this,

I would prefer that our children be taught isiXhosa, English,

Afrikaans and Sesotho. Other Africans can speak these languages. I also like isiXhosa to be taught because the home language makes the children to know who they are. During our time we were taught Afrikaans. One must be able to speak many languages.

They felt that Afrikaans should be included as a Learning Area.

Parent 7B was proud of being fluent in three languages. Her response was,

It would be better if children could be taught to speak isiXhosa, English and Afrikaans. I am good in English and Afrikaans. A certain white lady at work was shocked to hear me saying 'gee my die beker, asseblief' (give me the jug, please). She asked where I learned the language?

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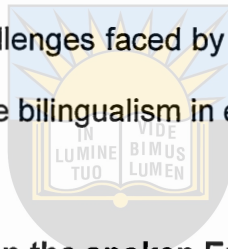
These parents were not aware that the Department of Education has introduced multilingualism in education through the LIEP (1997). Multilingualism in education which if introduced by the schools would be solving this language problem. Multilingualism in education would be offering these languages of choice along with the learner's home language as the medium of instruction. The SGB chairpersons of both schools even felt that it would be good to add another indigenous language such as seSotho as one of the school languages so that when one goes to provinces like Free State, one is able to communicate in seSotho there. SGB 4CA responded in this manner,

What is the use of being educated if one is unable to communicate with those she/he is to manage?

Therefore, if the schools could explain to the SGBs what the LiEP entails some of these languages could be offered, depending also on the number of learners who speak these languages at their homes.

4.4 The respondents' challenges to using additive bilingualism

This section discusses challenges faced by the parents and the educators in implementing the additive bilingualism in education.



4.4.1 Lack of proficiency in the spoken English

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60% (9 out of 15) of the respondents interviewed rated themselves as 'fair' in the spoken English. Among those respondents was the Grade 1 educator. This builds on the assumption that I had that some educators are not more proficient in the English language. On the other hand, sampled parents of Grade 1 learners wanted their children to be introduced to English as early as possible. The Language-in-Education Policy (1997) is not against that, as long as the learners' home language is used alongside the second language that approach is welcomed. 13,3% (2 out of 15) respondents admitted to being 'fair' in isiXhosa, though it was their home language.

Both HOD revealed that there were no textbooks in the learners home language, which is isiXhosa in their case. This was echoed by the Grade 1A educator (Grade 1 B educator could not be contacted for interviews) who said that she struggled at times to translate certain concepts into isiXhosa. Both HODs and the Grade 1A educator said that the Grade 1 textbooks (Numeracy and Life Skills) that were used in the Grade 1 class were mainly in the English language. When the Grade 1A educator was teaching she had to translate everything to isiXhosa which was the learners' home language. The educators further reported that even the planning of work received from the Department of Education was written in English. From such responses it was clear that the textbook were giving the educators some problems as they were in English only. There is such a problem whilst the LiEP is legislating for additive bilingualism.

4.4.2 Reluctance by neighboring schools to admit learners with poor English proficiency

The seriousness of the language issue does not lie with the selected schools only. 16,7% (1 out of 6) of parents mentioned that if a parent decided to take a child from their rural schools to one of the neighboring township schools a child was asked to repeat the grade she had already passed. The reason being that the township schools complained that their

children could not communicate in English. It became clear to me that the desire of wanting their children to be exposed to English was caused by amongst other things, these township schools.

4.4.3 The value attached to the learners' home language

50% (3 out of 6) of the parents interviewed claimed that they gave more value to isiXhosa. They saw the need of it so that the children could be able to read and write in it. At the same time these parents wanted the schools to do away with isiXhosa when their children reach Grade 4. The reason for this was that they wanted their children to be fluent in English as well.



50% (3 of the 6) of the parents cared less about the use of isiXhosa as a medium of instruction. According to them there was no need of isiXhosa as a medium of instruction at school. These parents wanted their children to be able to speak English. They even mentioned that they preferred their children to be taught in the medium of English as early as in Grade 1. Parent 7A responded,

IsiXhosa should be used only as a subject. But the medium of instruction should be mainly English. IsiXhosa is not that important because one is not going to use it in high school.

Parent 8A's response,

I grew up unable to speak English. Teachers should teach in English to our children as early as in Grade 1

Parent 6B's response was,

Teachers should focus more on English because at tertiary level it is the one used (as a medium of instruction).

4.4.4 Lack of parental participation

33,3% (2 out of 6) parents alleged that they did not attend school meetings. Principal 3A revealed this when asked why the language policy was developed by the school. Parents 6A and 7A agreed that they did not attend parents' school meetings and they defended themselves by saying, Parent 7A,

I won't lie to you and say we were never called for such meeting. As a fruit-vendor I come home very late. So I miss the meetings.

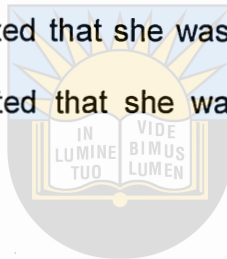
Parent 6A,

I work far from home. Even today I am here because it's the week-end I leave my child with her aunts.

Parent 8A said that she was never called for such a meeting, and added,

"No, we were never called for such a meeting (on language policy). Because I do attend parents' meetings when there is one"

The same parent 8A reported that she was doing a part-time job nearby her village. But, she insisted that she was giving herself time for the meetings.



4.4.5 The respondents' responses to support given to the Grade 1 educators

It was important to look at the role played, internally and externally, in capacitating the Grade1 educator as far as additive bilingualism is concerned.

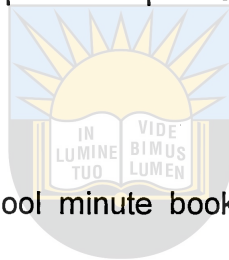
(a) Lack of support from the SMT

Both schools HODs seemed to offer little support to the Grade 1 educators as far as additive bilingualism was concerned. Firstly, when Grade 1A educator was asked whether the HOD supported her in the classroom, she said that she was supporting her. Her response was 'yes'. On probing

further on the nature of support it was only on absenteeism cases that she mentioned. She could not mention anything else.

(b) Lack of support from other educators within the school

None of the educators from School A were supporting Grade 1A educator either. She was doing the lesson planning alone, though the Foundation Phase educators were supposed to plan together. There was only one Grade 1 class in School A.



When I asked for the school minute book to check if there were any discussions concerning the implementation of the LiEP, both schools did not provide me with it. The use of the school's minute book would have helped as some of the school activities are normally discussed in it. Principal 3A discussed verbally things recorded without giving me the book itself. In the discussion that I had with Principal 3A, he said these were some of the issues that were usually discussed in the minute book:

- The year plan: which according to him was the controlling machine that involved all the teachers as all the activities of the school were written there.
- Allocation of duties according to the educators' interests and abilities.

The availability of storybooks for their children at home Their children got books from school only. Only Parent 6A claimed she was giving her child a bible to read at home.

This discussion we both had reminded her of students from other countries who usually visit the school and volunteer in teaching the school children Learning Areas such as Life Orientation. She even thought of raising the issue of volunteer work her self in reading only when she attended a parents' meeting. These are the kinds of parents that Mda & Mothata (2000) advise schools to use in the implementation of the LiEP.

The data collected from both schools reveals that the Subject Advisors were not doing enough. According to the data gathered from the Grade 1 educator and the HODs not enough was being done in order to capacitate the Grade 1 educators as far as the LiEP is concerned. If they were helping there would not be English textbooks only for Numeracy and Life Skills in the Foundation Phase (Mda & Mothata, 2000). Schools would be fulfilling the expectations of parents in terms of languages if the Grade 1 educators were thoroughly shown how to implement the LiEP. Of course, the parents know nothing about the policy. What they want is their children to be fluent in more than one language, especially in English. In that instance, I think if the LiEP could be implemented with enough support all

the learners could be able to speak these languages because additive bilingualism and multilingualism is about that.

4.5 Presentation of data from classroom observations

This section presents data on observations of lessons that took place in the Grade 1 classroom of both schools. Marshall & Rossman (1999) refer to observations as field-notes that are 'detailed, non-judgmental, concrete descriptions' of what has been observed. I, therefore, give details of what I observed happening in these two classes.

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This section comprises of observations carried with School A and School B sampled Grade 1 classrooms.

4.5.1 School A lesson observation

The educator taught a lesson on Numeracy. This was what I observed using the lesson observation schedule (Appendix E).

Learning Area:	Numeracy
Focus Area:	Subtraction (using numbers between 1 to 10)
Language of Learning:	IsiXhosa
Resources used:	Abacus & chalkboard

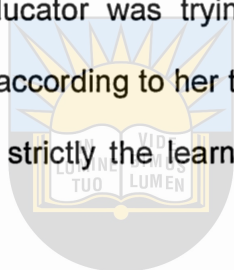
Duration: 30 minutes

Number of learners in class: 30 (1 learner absent)

Additive mode: code-switching

Most of the time the educator used strictly isiXhosa when presenting the lesson. What I noticed though was that the learners could not understand numbers in isiXhosa at all. They were only comfortable in saying them in English. What the educator first did was ask 'amakhwenkwe asibhozo' (eight boys) to come and stand in front of the class. But the learners seem not to know what 'isibhozo' (eight) meant. Five boys stood in front, then one joined and again another one joined when they noticed that the educator wants more than that. Ultimately there were seven boys standing in front of the class and the educator seeing that they did not know what 'sisibhozo' meant had to tell them that 'isibhozo', means eight. It was only then that another boy joined the seven to be the eighth boy. Then one out of the eight boys was taken aside. Then the educator asked 'bangaphi abaseleyo'? (how many are left?) pointing to the seven boys. Instead of saying 'seven' one of the girls said 'basibhozo' (eight). The others were so reluctant to even speak and it became clear to me that they were not used to counting in their home language. That what the educator was doing was making them to be quiet and seem lost. Looking frustrated, the educator then asked, "What do we call 'ishumi' in English?" Again the learners could not say 'ten' because they did not know the meaning of 'ishumi'. But

nevertheless, did understand concepts like 'thabatha and dibanisa' (meaning subtract and add). The only problem they had was to say numbers in English. After some time the educator code-switched to English when talking about numbers and the learners were free to speak now and it became clear to me that the reluctance to speak was caused by the use of numbers in their home language which is isiXhosa. It became clear that the educator was trying to impress me by saying numbers in isiXhosa since according to her the Subject Advisers have told Grade 1 educators to use strictly the learners' home language which is isiXhosa.



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- Assessment

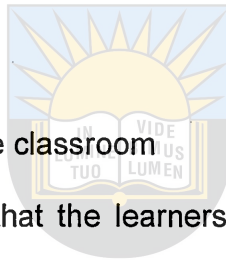
The assessment was oral, using question and answer method.

- The educator's accommodation of other languages:

The educator used strictly isiXhosa when she started the lesson ignoring learners who called numbers in English. Since the learners could not understand numbers in their home language the educator was forced to accommodate English when dealing with numbers in the learning process.

- The learners' confidence with the LOL as well as the Assessment language:

The learners were not totally comfortable with the Language of Learning (LOL). I noticed that the learners understood the concepts such as 'dibanisa' (add) and 'thabatha' (subtract), but the problem with them was to call numbers in their home language. They changed to English when they had to say a number. For an example, saying eight instead of saying 'isibhozo'; saying ten instead of 'ishumi'. The educator assessed the learners orally.



- Learner participation in the classroom

As has been said above, that the learners were very passive when the lesson commenced because of having a problem in counting isiXhosa. But by the time the educator accommodated the use of English when naming numbers all the learners participated with ease.

4.5.2 School B lesson observation

Learning Area: Numeracy

Focus Area : Counting from 1-20

Resources used: Abacus, number chart, flash cards, chalkboard, body parts

No. of learners: 34

Duration : 45min

- The mode : isiXhosa

The educator used mainly isiXhosa in her class. She started the lesson by letting the whole class to stand against the wall whilst counting in isiXhosa from 'inye' (meaning one) to 'ishumi' (meaning ten). This helped me to be able to see all of them as their classroom was too small. What surprised me though was the way the learners were so fluent and confident in counting in their home language which is isiXhosa. They were counting from one to ten. When the learners finished reciting from one up to ten in their home language, the educator asked the boys to count alone. The boys counted in isiXhosa from one up to ten with ease. They were praised by the clapping of hands by both the educator and the girls. Then the girls followed counting from one up to ten isiXhosa as well. They did not struggle at all. The educator and the boys praised them by the clapping of hands.

After that the educator took out some flash cards. She showed them one with a drawing of an apple, the word 'inye' (one) and the number 1 next to it and asked the learners in isiXhosa,

"yintoni le?" (What is this?).

The learners answered in isiXhosa, " Li-apile" (It is an apple). Then the educator continued,

Mangaphi?”(How many are they?).

The learners answered, “LinYE.” Then the educator asked the learners to clap ‘kanye’ (once). She carried on with this showing learners flash cards with two up to three objects and each time the learners had to name the number of objects shown. Then she would ask the learners what number follows after ‘zine’ and at the same time one of the learners was asked to clap four times to make sure that she understands what ‘zine’ means. Then the educator would ask,

“Uzine alandelwe ngubani?” (Which number follows after four?).

The learners were quick to say, *“Uzine ulandelwa nguzintlanu.”* (four is followed by five).

As the educator carried on with her lesson I could see how proficient the learners were in saying numbers in their home language which is isiXhosa, they were able to say them in the English language as well. This was shown by some learners who whispered the numbers in English before saying them in English at times. Whispering the numbers in English did not seem to bother the educator at all. Even if a learner called a number in English she would just say,

“ Then in isiXhosa what do we call the number?”

In this classroom it seemed the educator had an understanding of what the LiEP entails. Accommodation of a L2 was taking place whilst the

educator was also stressing the use of the home language. This strategy is the one welcomed by the authors (Howie et al, 2006; De Klerk, 2002b; Pluddemann et al, 2005; Probyn et al, 2002). The confidence that the educator displayed during the observations could be due to notion that she was teaching in accordance with her school language policy. Her school language policy had a clause that said, The grades 1 and 2 are taught in the medium of isiXhosa. English is allowed as a subject.

An integration of Learning Areas, though not part of this study, was also done when the educator showed the learners a flash card with a boat and asked them to tell what the object was. They were quick to say it was a picture of 'isikhephe' (a boat). The educator then asked the learners what the other name for isikhephe was and their answer was 'isikhithshana'.

- Assessment

Assessment here was oral as well as written exercise. The educator after the question and answer approach above engaged the learners into a written exercise where they were to represent numbers by colorful drawings. For an example, the educator would write 9 on the chalkboard and then ask the learners to draw objects equal to that number. She would then go around marking them before writing another number. As I followed the educator around whilst marking the learners what was noticed was the way the learners were so quick in making the drawings that represented

the numbers. To make the exercise more exciting the learners were asked to color-in their drawings.

- The educator's accommodation of other languages

The educator was accommodative of other languages. This was shown when one learner said a number in English. The educator instead of saying 'no' just continued by asking "Then in isiXhosa what do we call the number?" Even those learners who also whispered numbers in English before saying them in their home language did not seem to bother her at all because they were fluent in saying them in their home language as well.



- The learners' confidence with the Language of Learning (LOL) as well as the Assessment language:

The learners were very confident with the LOL as well as the Assessment language because it was their home language, isiXhosa. This was shown by the way they were so active throughout the lesson.

- Learner participation in class:

The learners were actively involved throughout the lesson. When a question was asked all the learners wanted to give an answer. The educator made sure that every learner participated by calling them by their names at times. Learning here took place through play. The learners were

counting through clapping hands, jumping, placing numbers in the abacus, etc.

The way it was so exciting to be in this class I asked myself, "Does this educator encounter any absenteeism problem if learning is exciting like that?" In the small chat that I had with this educator she told me that though she had managed to teach the learners to count from 1 up to 20, but according to their grade they were supposed to count from 1 up to 10.

Unfortunately I could not carry on with the interview session after the observation session with this educator. She did voice that the management only told her that day that she was expected to be observed by me teaching. But nevertheless, she did agree to have an interview session with me. We both agreed to carry the interview the following week.

4.5.3 Analysis of data from classroom observations of both schools

Data analysis means, "the process of systematically searching and arranging the interview transcripts, field-notes, and other materials that you accumulate to enable you to come up with findings" (Bogdan & Biklen, 2003 p147). It should "describe to the reader initial decisions about data analysis and should convince the reader that the researcher is sufficiently

knowledgeable about qualitative analysis to consider data organization, theme development and interpretation and report writing” (Marshall & Rossman, 1999 p150). Research questions were transformed into research questions. In this study, data collected through the use of observations, interviews and document analysis were transcribed and later organized according to themes that emerged. Data reduction was exercised to take out data that did not fit in this study; and to bring the work down to more manageable units. These helped in drawing conclusions as well as verification (Marshall & Rossman, 1999). Some data on respondents' profiles were displayed through the use of tables.

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What I had observed is that though these schools are about 7km apart they approach language issues differently. The Grade 1 educator from School A seemed to be going with the flow. The LOL that she chose to use in her class was the one used in the community. For instance, that the learners understand numbers in English made her to approach numbers in English as well when teaching Numeracy in her class. This seemed to be the approach she had been using all the time. This was shown by the passiveness of the learners when the educator taught them using strictly isiXhosa when dealing with numbers, whilst being very actively involved when the educator switched to English.

The Grade 1 educator from School B was doing it the other way round. As much as her learners understood numbers in English, but she made efforts for them to understand them in their home language, isiXhosa, as well. How she managed to do this? I do not know. I thought the interview session with her was to come up with answers to the question, but unfortunately she postponed each interview session we were to have. One other thing about this educator was that her class was very live. The learners were laughing and everyone wanted to be called to answer the question posed.



A variety of resources were used in this Grade 1 class of School B. Drill work through play was used. The learners were jumping, clapping hands, using their fingers, etcetera, when counting. I have never taught Grade 1 in my life, but through observing this educator I think I can.

What was important to both classes is that these Grade 1 educators were using LOL which was understood by their learners. The approach used by the Grade 1B educator was accepted by the LiEP which advocates for the use of the home language for the Grade 1 class. The Grade 1A educator on the other hand seemed to be contradicting what the LiEP legislates. This was shown through her learners who during the 3rd term of their schooling could not say numbers in their home language. Both educators

also did accommodate the use of English in the teaching and learning process. Grade 1A educator was showing that through code-switching.

4.6 Conducting document analysis

(a) Document analysis in School A

The two documents, the staff minute book and the language policy could not be handed to me. It seemed there was no documented language policy in the school, though the principal and the HOD admitted to having it. Instead of being given a staff minute book I was given a verbal talk by the principal. He narrated issues they discussed in their meetings as the staff. Amongst the issues he narrated none were pertaining to the school's language policy.

(b) Document analysis in School B

In this school the language policy was displayed on a chart in the principal's office. However, instead of being supplied with the staff minute book, I was given the SMT minute book, which was very scanty in that:

- only one meeting was conducted in 2007;
- in 2009 only three meetings were conducted. According to the minutes the first meeting was conducted on the 18th January 2009.

In that meeting the agenda was to discuss the need of formal and

informal visits; advising one another on the importance of working together. Another sentence was stating that another meeting was to be called when assessment guidelines and work schedules were to be discussed. Then the last sentence was indicating that they would have another meeting on the 26th of February. There were no minutes per se only highlights of what was to be discussed.

- The second meeting was on the 18th August 2009 and it noted the following:

Agenda: Phase duties; administration duties; allocation of duties for each HOD. In these minutes names of the SMT were written and it was clearly stated who was to manage which Learning Area, in which grade, and also the names of educators that were to be monitored by each were written.

- The third meeting was on the 19th August 2009. The records showed that it was the continuation of 'allocation of duties'. The information contained in this SMT minute book did not help me with the information that I needed for this study. There was nothing around the LiEP, though I expected reports about the discussions on curriculum workshops attended; challenges they had as a school with the LOL; etcetera.

Both schools did not supply me with the minute book. Therefore, the questions I had hoped would be answered by information in the staff meetings' minute books could not be answered.

I was aware of the confidentiality of some of the issues in the minute book, I even explained that the schools could select certain pages for me to read. But that did not help.

4.7 Conclusion



The interpreted data presented in this chapter was collected in two rural primary schools in the King William's Town District of Education. The data was interpreted using the qualitative approach. The responses of the sampled respondents had been written as they were, though at times similar responses from many respondents had been summarized. The chapter, therefore, was about data interpretation.

The findings have been discussed in conjunction with the literature in Chapter 5.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter provides the summary of the research findings, followed by the recommendations, which are succeeded by the conclusion of the whole.



The findings are based on the research questions that were used for the study. This study was aimed at investigating into the factors that influence the Grade 1 educators' implementation of the Language-in-Education Policy. It was a case study of two rural primary schools in the King Williams' Town district.

The main question of this study was: What are the factors that influence the Grade 1 educator's implementation of the LiEP?

The sub-questions used were:

- What are the Grade 1 educators' understanding of the LiEP?
- What do the Grade 1 educators recognize as challenges to using additive bilingualism as prescribed by the LiEP?
- How do the schools implement the additive bilingualism?

- What kind of support do the Grade 1 educators receive in the implementation of the LiEP?

The research questions have been used to produce the themes under which the findings have been discussed. This chapter has been divided according to the following:

5.2 The understanding of the Language-in-Education Policy

5.3: The challenges of using additive bilingualism.

5.2 The understanding of the Language-in-Education Policy

The Language-in-Education Policy of 1997 stipulates that the Grade 1 and 2's LOL should be the learners' home language (Education Labour Relations Council, 2003; Rembe, undated; Mda & Mothatha, 2000). Whether the school chooses additive bilingualism or multilingualism in education the learners' home language should act as a base (Ibid). This section discusses the understanding that both schools had of the policy through the use of these selected research instruments:

- Observation
- Interviews and
- Document analysis

From the data presented in the previous chapter it seemed as if the two sampled schools had excluded the SGB members in formulating the

language policy. Yet, one of the SGB's responsibilities, as accorded by the SASA of 1996, stipulates that the SGBs should be the ones formulating the language policy (Biseth, 2006; Banda, 2000; Mda & Mothata, 2000). The data showed that both schools' SGBs were not aware of such a responsibility and were not involved in policy formulation. It is worth noting that the SGBs that I sampled for this study were those who operated in the two schools from the year 2007 to June 2009. It is anomalous that within this period no review of school's language policy was ever made.

Secondly, as much as School B had a language policy hanging in the principal's office, what was clear was that it did not depict what the LiEP was stipulating. For instance, according to the language policy of School B Grades 1 & 2 were taught in isiXhosa (the learners' home language) and English used as a subject (Learning Area). Grade 3 was taught in isiXhosa and English was added through code-switching. But Grades 4 to 7 were taught in the English medium. IsiXhosa in the upper grades was taught as a Learning Area only. At the same time School B did highlight on their language policy that 'code-switching' was allowed, a strategy accepted by the LiEP (Murray, 1998). Though Grades 1 and 2 were taught according to the stipulations of the policy, the language policy of this school contradicted the LiEP. That is shown by the use of English as the medium of instruction and isiXhosa as a subject in Grades 4 and 7, whilst the LiEP states that schools should implement the additive bilingualism or

multilingualism in education in order to promote the country' cultural diversity.

By the look of things this showed that it was formulated long ago as one of the SGB members said that it could be that it was formulated by '*ngababengaphambili*' (by SGB members who were there before).

Thjrdly, Grade 1A educator seemed not to have a clear understanding of how actually the LiEP should be implemented. This was shown by the fact that the educator took time to accommodate English language in her lesson though she could see that her learners could not count in their home language. If she understood the policy well, she should have understood that additive bilingualism or multilingualism in education accommodates the use of other languages as well.

The investigations also revealed that the learners' home language, isiXhosa, was valued by the two selected Grade 1 educators. The parents noted this through the homework activities that their children brought from school. They claimed that the homework activities were in isiXhosa.

Amua-Sekyi (2000) in a study carried in Ghana concluded that the inclusion of the home language in the learning process improved performance. It is therefore, a good idea that both educators were using

isiXhosa in their teaching as the use of home language is the most favored by the LiEP. The policy states that whatever approach is followed in the learning and teaching process, the home language of learners should be maintained all the time (Education Labour Relations Council, 2003).

In short, I found that the two schools I selected for this study were still struggling with understanding and interpretation of the LiEP. This has led them to be oblivious to the implications of the policy for classroom practice as they were less-adaptive to the changes it introduced.

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5.3 The challenges of the implementation of the LiEP

- 1. Non-involvement of parents:** The data I gathered showed that very few parents of the learners were attending the school general meetings to discuss and take decisions on important matters such as the school's language policy. Poor attendance of meetings by parents was mentioned as one of the reasons that educators formulated language policies on their own. Principal 3A mentioned this problem, which was confirmed by the two parents of School A, who admitted to not attending parents' meetings. This lack of parental involvement has also been experienced by Msweli (2008) in his study of Libode-Mega District schools.

2. Socio-economic issues: The data showed that 83% of the parents did not buy story books for their children. Only one of the parents admitted to giving her child something to read, the bible. I therefore, could find that the Grade 1 educators were not fully supported by the parents at all. Story books would be helping in shaping the language. But at the same time when one looks at their profiles in Tables 4.1 and 4.2 one could see that even those who were working were not earning that much to afford buying books.

3. Lack of resources in indigenous languages: The lack of learning and teaching material printed in other languages (isiXhosa, for instance) besides English. The SMTs of both schools complained about the Grade 1 text books that were in the English language only. How was the LiEP going to be effectively implemented if the textbooks were in English only, whilst the policy is advocating for cultural diversity. This is a challenge which King et al (1994) as well as Mda & Mothata (2000) have observed in African schools. These scholars recommend that the problem could be prevented by introducing learning and teaching material that represents people of different cultures. These scholars advice that the educators should make it their duty to expose the learners to charts, books, etcetera written in different languages.

4. **The power of English:** Some parents do not care much about isiXhosa they would like their children to be taught in English. This was another challenge as Grade 1 educator from school A rated herself as 'fair' in terms of fluency in the English language. One of the six parents was so desperate in such that she preferred English be introduced to the Grade 1 learners as the Language of Learning and Teaching with isiXhosa as a subject (Learning Area). These parents were not different from the ones mentioned by De Klerk (2002a), Goldstein (2003), Alexander & Bloch (2006), Duku (2006). The parents in these studies voiced that they preferred English for their children though it was not their children's home language. The idea of giving more value to English, though, contradicts the aims of the LiEP which are amongst other things, bringing value to the African languages that were undermined by the National Party government (Alexander, 1997). In contrary to what the parents said above, Lambert in Lightbrown & Spada (2006) caution that straight to English could make children fall behind in their academic learning. In this instance I would suggest more studies to be conducted in this issue as recently, the Minister of Basic Education, Angie Motshekga is appealing for earlier exposure of African learners to English as early as in Grade R (Govender, Sunday Times, 2010, January 10). This being prompted by the poor matric (Grade 12) results of 2009; and also by the task team she appointed in

2009 to review the National Curriculum Statement. According to her the task team strongly recommended English as a first additional language to be introduced as a fourth subject in Grade R. But what one should bear in mind though, is that the Minister is not saying schools should do away with the home language as a LOL. Instead, the educators should do more than familiarizing learners with naming objects as well as commands only when teaching them English in those grades.



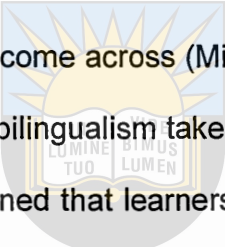
- 5. Discrimination due to English non-proficiency:** Blacks schools in the neighboring township who reject learners who cannot speak English well. One of the parents mentioned that the neighboring township schools admitted their children in their schools provided they repeated the same grades they had already passed. According to her these schools based their exercise to the poor English proficiency of their children. What was said by this parent reminded me of a speech once said by one of the principals of the township schools. In her speech she mentioned that her Grade R learners were easily admitted in the former Model C schools because they were able to speak English. This challenge on the other hand give a backing to the point raised by Chuenyane (City Press,2008, May 4) of a young Zulu speaking lady who voiced the chances one gained by being able to

speak English well. May be the use of English when teaching numbers by the Grade 1 educator from School A was as a result of that.

6. The capacity of the SGB: It also became clear that the SGBs were not fully capacitated about the LiEP. This was shown when the principal of School A voiced that 'parents are not exposed to these things' when asked who formulated the language policy in his school. The lack of capacity among SGBs in formulating the language policy was also revealed in studies carried by the CEPD as well as the University of Fort Hare (Rembe, undated). According to Motala et al in Rembe (undated) this has led to some SMTs performing functions and making decisions that were supposed to be done by the SGBs.

7. Resisting change: Educators who resist change could be another factor contributing to staggering implementation of the LiEP. This is being illustrated by the age and years of teaching experience of educators in these schools. These are the educators who have been in the teaching fraternity long ago at a time when SGBs (School Committees at the time) were carrying decisions dictated to them by the principals of schools. Now, when the same people that were dictated to are to govern the school principals find that difficult to manage.

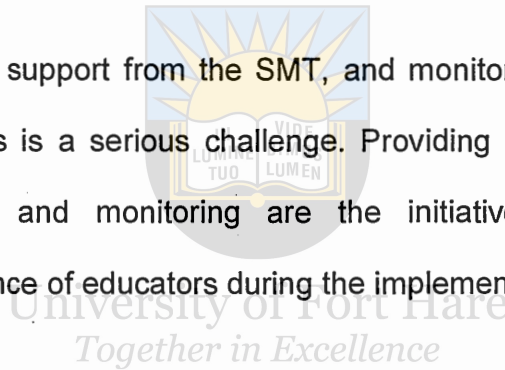
Literature reveals that the lack of understanding how to implement the LiEP is a concern even within the former model C SGBs as well. The study by De Klerk (2002b) and the CEPD in Rembe (undated) are an example of that. The urban school in the Grahamstown district that had an existing language policy, it was found that it was actually formulated by the educators themselves (De Klerk, 2002b).

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8. The literature that I have come across (Mills & Mills, 1993; Baker, 2006) mention that subtractive bilingualism takes place when the L2 replaces the L1. But I never imagined that learners could reach school knowing numbers in their L2, not knowing them in their home languages at all. These learners were experiencing what Smith (1998) refers to as the Bakers' balance theory. According to this theory once the brain accommodates a second language the L1 is decreased. This theory also applies to Katarina in a study by Bauer et al (2006), where the home language of the child was negated by English.

9. **Lack of in-school support** :The SMTs were not giving enough support to the Grade1 educators. The SMT minute book from School B was the evidence of that. What they have noted down in their minute book in a period of three years showed no indication that such educators supported the implementation of the LiEP. Even the data collected in School A shows that HOD 2A helped the Grade 1 educator

with absenteeism problems only. Also the same HOD mentioned it herself that she had even told her educators not to go around looking for an isiXhosa meaning if the learners understand the meaning though it is in their L2.

- Lack of clear, documented language policy caused confusion among educators as some of them taught in the way they like to teach.
- Lack of support from the SMT, and monitoring by the Subject Advisors is a serious challenge. Providing support where it is needed and monitoring are the initiatives that build the confidence of educators during the implementation process.



10. Neighboring schools which do not admit a learner who lacks proficiency in English.

5.4 Recommendations

Finally, the study proposes the following recommendations to address the challenges cited in the preceding pages.

5.4.1 Implementation of the LiEP in schools be a subject for further research

A very significant observation which featured prominently during this study was that the issue of the implementation of the LiEP is very complex. For that reason I recommend that it should be a subject for further research.

5.4.2 The orientation of the SGBs in their roles and functions



Of course, the Department of Education conducts induction workshops for the newly elected SGBs. But I feel that is not enough. It is the duty of the school to orientate its SGB members when they resume office. It could be through that orientation that the school is able to tell where the school is. Familiarizing them with the goings-on of the school. Listening to their opinions. It is at that point that a need to review certain policies could be raised. Therefore, in that manner the SGBs may come to understand their duties clearly especially the one of formulating the language policy.

5.4.3 Workshops on LiEP for the schools

Since it has been highlighted above that the schools seem not to be working in line with what the LiEP stipulates. I see the need for the Department of Education to workshop the schools on the LiEP. I felt that if

the schools could be clear on the policy it could be easier for the SMT to train its SGB members.

5.4.4 Provision of more resources to cater for the languages of choice

The data in chapter 4 highlighted the lack of textbooks in the indigenous languages. I feel therefore, that the Subject Advisers should see to it that there are textbooks that are in the African languages as well. If we talk of bilingualism or multilingualism in education for instance, people should not be welcomed by English only textbooks when they enter the Grade 1 class. There should be variety of textbooks as well as charts. King et al (1994) even say that walls of the classrooms should be filled with presentation of children of color. That valuing of diversity can begin early in a child's life (Ibid). Meaning it is the duty of the educators to teach cultural diversity to our children.

As much as the findings did not differ much to what the literature says but I did learn something from the respondents that were selected. Also though some findings did not fit in this study but as a person who work in a rural primary school myself I have learned from them. For instance, the ideas which came up with the son of one of my respondents were very important. The fact that learners cannot read, lack of school libraries which

cause parents to use a lot of money buying airtime for children to surf the internet on their cell phones made me feel that this young man was referring to my school as well.

5.5 Conclusion

This study whose key object was to investigate the factors that influence the implementation of the LiEP in the Grade 1 class proved significant things. The first is the one which has been a thorn in the flesh of the education's major stakeholders for many years: the most appropriate language which should be used as a medium of instruction in the lower grades. The second is that, the implementation of a policy, like the implementation of a policy in any social setting, is a very complex phenomenon which needs to be monitored continually.

As I proceeded with my study it became evident to me that before the language policy could be implemented properly and successfully, those who implement it should see the need for its formulation and then play a meaningful role in its formulation: these factors will enable them to know the policy thoroughly and have an insight as to how it should be implemented.

During the course of the study I was able to pluck out several challenges which had a negative influence on the implementation of the LiEP in the two schools that I selected for study. Then, I provided tentative solutions, in the form of recommendations, to these challenges.

Finally, as the study's main objective was to add to the general understanding of the policy implementation, no generalization may be made about its findings.



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APPENDIX A

Document Analysis schedule

The staff minute book

- On the understanding of the Language-in-Education-Policy: is there any mention of which language is used as a medium of instruction in the Foundation Phase? In the Grade 1 class?
- Is there anything said about the school language policy? What exactly?
- On kind of support the Grade 1 educators receive in implementing the Language-in-Education-Policy: Are there any challenges encountered by the Grade 1 educators in terms of the medium of instruction? If yes, what kind of challenges? Any solutions to the challenges within the school? Has the school asked for any support from outside the school? What kind of support? By whom?

The school language policy

- In which year was it formulated? Who were involved in its formulation?
- What medium of instruction is being chosen for the Foundation Phase? Especially the Grade 1 class?
- Is the learners home language catered for in the language policy? If yes, how?

APPENDIX B

Interview schedule for the SGBs and parents of the Grade 1 learners:

- Research Question: What kind of support do the Grade 1 educators receive in the implementation of Language-in-Education-Policy?
- Tell me about yourself, age and educational qualifications.
- How many children do you have? How many are studying in this school?
- What made you bring your child(ren) to this school?
- Which language(s) is used as a language of learning and teaching in the Grade 1 class of your child?
- How do you feel about the language(s) used as medium of instruction? Were you involved in choosing the language(s)? Please explain.
- How fluent are you in this/these language(s)? Could you rate your self as good, fair or bad?
- Do you help your child with his/her school work at home? In which Learning Areas?
- Which language(s) would you like your child to be taught in at school? Please explain.
- Do you feel the school is taking your child's mother tongue seriously ? Please explain. What language(s) is being spoken at home ?

APPENDIX C

Interview schedule for the HoDs and principals :

- Research Question: How does the school implement the additive bilingual model?
- Tell me more about yourself, age, educational qualifications and professional experience.
- How long have you been in this school? As an HOD / principal?
- Can you please explain what language(s) of learning and teaching is/are being used in the Foundation Phase? Does your answer include Grades 1s as well?
- Do the Grade 1 educators encounter any problems in using this/these language(s) in the teaching and learning process? What about Numeracy and Life Skills? How fluent are you in this/these language(s)?
- What is your learners' home language ? Do you feel the Grade 1 educators put more value to it? Please explain.
- Which language(s) do parents wish their learners to be taught in?
- Do you have a language policy in your school? Who were involved in its formulation?

- Research Question: What kind of support do the Grade 1 educators receive in the implementation of the Language-in-Education-Policy?
- Have you or your Grade 1 educators encountered any challenges as far as the language of learning and teaching is concerned? Please explain.
- What kind of support have you received from within or outside the school in terms of overcoming the challenge(s) ?

APPENDIX D

Interview schedule for Grade 1 educators :

- Research Question: What is your understanding of the Language-in-Education Policy ?
- Please tell me about yourself, in terms of age, education and teaching experience.
- How long have you been in the teaching fraternity?
- How long have you been in this school? Teaching Grade 1 learners?
- Tell me what you love most about teaching?
- What impresses you about the learners that you are teaching? What about their parents?
- Which language(s) do parents wish their children to be taught in? Are there any reasons they state for their choice of language(s)
- What is the home language of your learners? Do you use it in your teaching? Please specify in which Learning Areas? Why do you use the learners' home languages when teaching these Learning Areas?
- What are the advantages of using the learners' home language? Is there any other language(s) that you use as a language of learning and teaching beside mother tongue? Please explain.
- When dealing with Numeracy what language(s) do you use? Why? What about Life Skills? Please explain.
- When it comes to assessment, what language(s) do you use?
- How is the learner's first language being used in everyday teaching and learning in your class?
- If you could rate your English competency, would you give yourself fair or good? Please explain. What about isiXhosa ?
- Do you have a language policy in your school ? If the answer is yes, who formulated it?

- Research Question: What do you recognize as challenges to using additive bilingualism as prescribed by LiEP ?
 - Which language do you use as a base when approaching Learning Areas such as Life Skills?
 - Does that apply to Numeracy as well? Please explain.

- Research Question: What kind of support do you receive in the implementation of Language-in-Education Policy ?
 - How do you plan your work in your school? Do you plan as individual educators / as educators of the grade / as foundation phase educators ?
 - Are you involved in cluster meetings? If so, what do you do in these meetings?
 - What role does the HoD play in terms of providing support? What problems do you take to the HoD? How does the HoD normally respond to these?
 - strategies do you use as a school to support one another? Is there any language committee or any structure giving support? What does it do?

APPENDIX E

LESSON OBSERVATION SCHEDULE

Please tick the appropriate box

ADDITIVE MODE:

CODE-SWITCHING	ENGLISH	ISIXHOSA	ENGLISH AND ISIXHOSA

RESOURCES USED:

CHARTS	GAMES	READING BOOK	OTHER (please specify)

ASSESSMENT:

ORAL	WRITTEN	ROLE-PLAY	DRAWING

RATINGS	4	3	2	1
EDUCATOR'S ACCOMMODATION OF OTHER LANGUAGES	The educator always accommodates others languages in class	The educator often accommodates other languages in class	The educator sometimes accommodates other languages in class	The educator does not accommodate other languages besides the LOLT
Learners' CONFIDENCE WITH THE LOLT	The learners are very confident with the LOLT	The learners are confident with the LOLT	The learners show a little bit of confidence with the LOLT	The learners do not show any signs of confidence with the LOLT
LEARNERS' CONFIDENCE WITH THE ASSESSMENT LANGUAGE	The learners are very confident with the assessment language	The learners are confident with the assessment language	The learners show little signs of confidence with the assessment language	The learners do not show any signs of confidence with the assessment language
LEARNERS' PARTICIPATION IN CLASS	All the learners participate freely in class	Almost all the learners participate in class	Some learners participate in class	Only a few learners participate in class

APPENDIX F

HOW DID I EXPERIENCE PILOTING?

As have been said above I piloted the interview questions with a neighboring lower primary school. In the school I had interviewed the principal, the HOD, one Grade 1 educator, three parents of Grade 1 learners, and two SGB members (who are the chairperson and the secretary).

The composition of the parents was as follows: an illiterate (some one who cannot read or write) elderly woman in her 60s; a woman in her 40s who has a grade 12 certificate; and a young man in his 30s who has a grade 12 certificate. The elderly woman was acting as a parent since the biological mother of the child had married. The SGB members were both men, one in his 40s and the other in his 60s with a form 3 certificate (currently known as grade 10). The educator and the SMT were all ladies. The educator was in her 40s and the HOD in her 50s and their teaching experience is more than 20 years each. The HOD's qualifications are PTC, BA and BEd.

The principal and HOD were to respond to the following research questions:

How do the schools respond to the additive bilingualism?

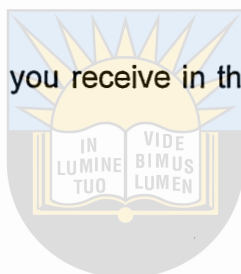
What kind of support do Grade 1 educators receive in implementing the Language-in-Education-Policy?

The Grade 1 educator responded to the following research questions:

What is your understanding of the Language-in-Education Policy?

What do you recognize as challenges to using additive bilingualism as prescribed by LiEP?

What kind of support do you receive in the implementation of Language-in-Education Policy?



The parents and SGB members will be responding to the following research question: *Together in Excellence*

What kind of support do Grade 1 educators receive in the implementation of the Language-in-Education-Policy?

The language used for the interviews was isiXhosa for both the parents and the SGB members and a little bit of English was added for the Grade 1 educator and the HOD. I chose to use isiXhosa since my respondents' home language is isiXhosa. Also by approaching them in their home language I wanted them to feel at ease when answering the questions.

The only person though that I could not interview as planned was the principal as she was busy all the time. I ended up consoling my self with the fact that the same questions I was to ask her were those already

posed to the HOD. But at the same time I do understand that when I carry the real research in the three schools I will have to have all the respondents by all means.



University of Fort Hare
Together in Excellence

APPENDIX G

P.O. Box 2931
King William's Town
5600
15th August 2009

Mzali/ Lunngu elibekekileyo

Ndingumfundi owenza izifundo ngolwimi okanye iilwimi emakufundwe ngazo ezikolweni. Izifundo ke ezo ndizenza kwiUniversity of Fort Hare.

Bendingathanda ukuba nencoko nawe apho ekhayeni lakho ukuba oko kulungile kuwe. Ndiyathembisa kananjalo ukuba incoko yethu ayiyikuveza gama lakho.

Enkosi.

Ozithobileyo

T.T. Bobo-Gqibitole

Student No. 9931082

Isivumelwano.

Ewe / Hayi.....

Ndiyavuma/ andivumi ukuba nencoko nawe.

Sayina:.....

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University of Fort Hare
Together in Excellence

3rd August 2009



To whom it may concern

This is to confirm that Mrs TT Bobo-Gqibithole is MEd candidate at the University of Fort Hare. Her student number is 9931082. Her research topic is “an investigation of factors that influence Grade 1 educators in the implementation of Language in Education Policy: A case study in two rural primary schools”. She is due to collect data during the months of August-September 2009. Kindly grant her permission.

Sincerely

Dr. N. Duku

Head of Department (MEd Programme)